

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxnard Union High School District

CDS Code: 56-72546

School Year: 2026-27

LEA contact information:

Dr. Virginia Kelsen

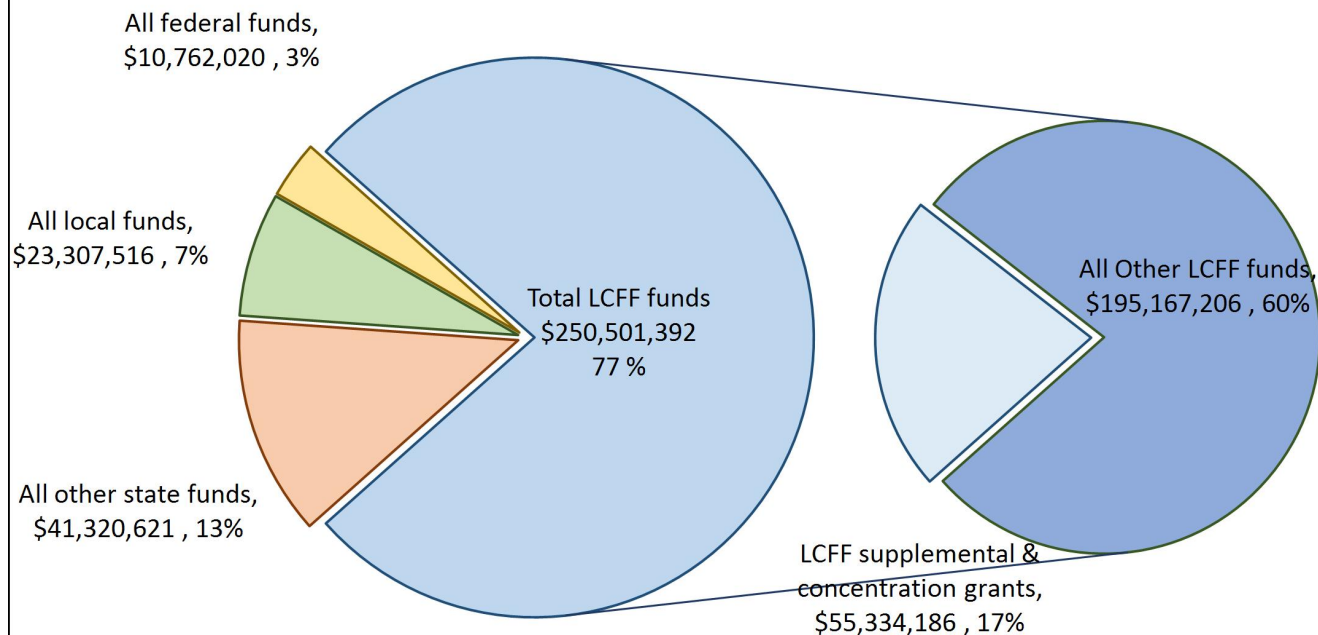
Superintendent

(805) 385-2500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

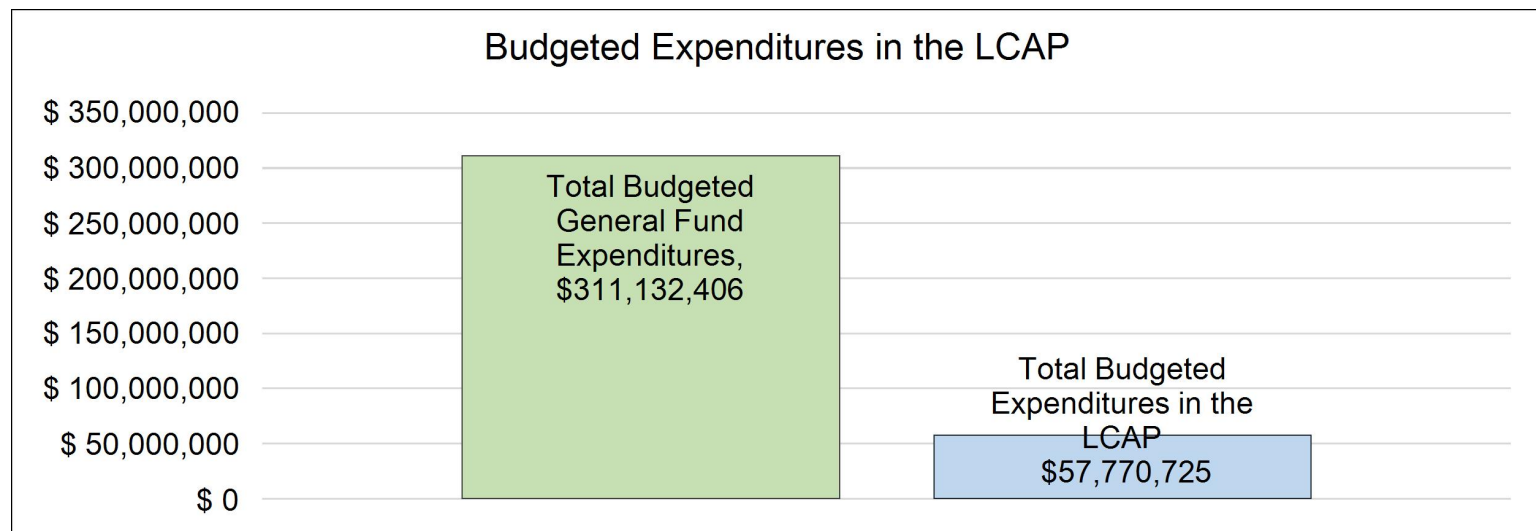


This chart shows the total general purpose revenue Oxnard Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxnard Union High School District is \$325,891,549, of which \$250,501,392 is Local Control Funding Formula (LCFF), \$41,320,621 is other state funds, \$23,307,516 is local funds, and \$10,762,020 is federal funds. Of the \$250,501,392 in LCFF Funds, \$55,334,186 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oxnard Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oxnard Union High School District plans to spend \$311,132,406 for the 2026-27 school year. Of that amount, \$57,770,725 is tied to actions/services in the LCAP and \$253,361,681 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Expenditures not included in the LCAP include basis district functions, teacher salaries, grant programs, and other operating costs.

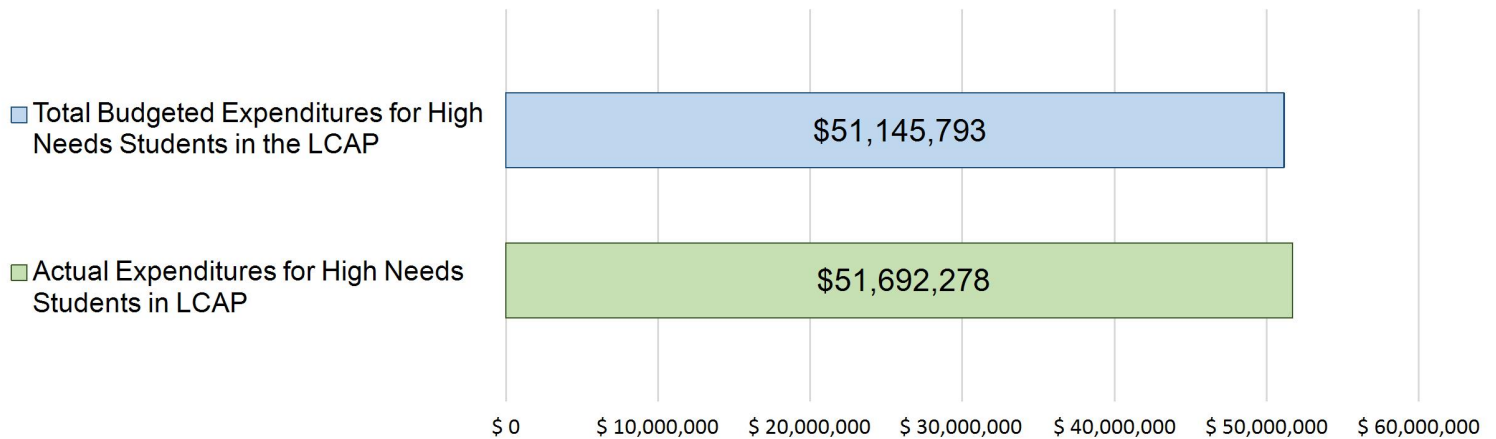
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oxnard Union High School District is projecting it will receive \$55,334,186 based on the enrollment of Foster Youth, English learner, and low-income students. Oxnard Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard Union High School District plans to spend \$55,334,186 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Oxnard Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oxnard Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Oxnard Union High School District's LCAP budgeted \$51,145,793 for planned actions to increase or improve services for high needs students. Oxnard Union High School District actually spent \$51,692,278 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard Union High School District	Dr. Virginia Kelsen Superintendent	thomas.mccoy@oxnardunion.org (805) 385-2500

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Oxnard Union High School District (OUHSD) enrolls 16,039 students in grades 9 through 12 across campuses in Oxnard, Camarillo, and Port Hueneme, drawing from seven TK–8 feeder districts to ensure an aligned K–12 program. Campus populations span a wide spectrum: Oxnard Middle College High School, with 194 students (80.4 percent socioeconomically disadvantaged, 1.5 percent English Learners, 0 percent foster youth), represents our most learning community, whereas Pacifica High School, OUHSD’s largest campus, enrolls 2,675 students, 82.8 percent of whom are socioeconomically disadvantaged, 16.1 percent English Learners, 0.1 percent foster youth. Comprehensive sites include Adolfo Camarillo High School (1,969 students; 41.5 percent socioeconomically disadvantaged; 4.6 percent English Learners; 0.3 percent foster youth), Channel Islands High School (2,380 students; 90.1 percent socioeconomically disadvantaged; 16.6 percent English Learners; 0.1 percent foster youth), Hueneme High School (1,913 students; 92.8 percent socioeconomically disadvantaged; 20.5 percent English Learners; 0.3 percent foster youth), Oxnard High School (2,452 students; 77.2 percent socioeconomically disadvantaged; 9.7 percent English Learners; 0.7 percent foster youth), Rio Mesa High School (1,951 students; 74.6 percent socioeconomically disadvantaged; 13.9 percent English Learners; 0.4 percent foster youth), Rancho Campana High School (826 students; 38.4 percent socioeconomically disadvantaged; 1.2 percent English Learners; 0 percent foster youth), and Del Sol High School (808 students; 89.2 percent socioeconomically disadvantaged; 21 percent English Learners; 0.1 percent foster youth). Alternative and charter programs, including ACE Charter High School (266 students), CAPE Charter High School (590 students), Condor High School (411 students; 78.1 percent socioeconomically disadvantaged; 13.9 percent English Learners; 0.2 percent foster youth), and Frontier High School (260 students; 95.8 percent socioeconomically disadvantaged; 32.3 percent English Learners; 1.2 percent foster youth), round out OUHSD’s portfolio, with Condor and Frontier designated as Equity Multiplier Schools due to their high concentrations of low-income learners and marked non-stability indicators. Complementing these K–12 offerings, OUHSD operates the Anacapa Adult Transition Program, established

in June 2021 to serve students aged 18–22 with intellectual and developmental disabilities through vocational, community-based, and functional academic programming, as well as the Oxnard Adult School, which provides adult basic education, high school diploma and equivalency preparation, career technical certificates, English-language instruction, and citizenship courses. OUHSD employs 809 full-time certificated teachers, 740 classified staff, 48 certificated managers, and 24 classified managers. Enrollment data (N = 16,039) were drawn from the OUHSD Student Information System (OUHSD SIS, 2026), and campus demographic percentages reflect the annual reports published by Ed-Data.org (Ed-Data Partnership, 2026) and the California School Dashboard (California Department of Education, 2026).

The district's demographics echo the Oxnard Plain's rich cultural mosaic: approximately 83 percent of students identify as Hispanic or Latinx, 8 percent as White, 4 to 5 percent as Asian (including Filipino), and about 1 percent as African American, with multiracial and other student groups comprising the remainder. More than half of OUHSD students reside in households where English is not the primary language, and approximately 13 percent are identified as English Learners. About 11 percent of students receive special education services, nearly 3 percent experience homelessness, and roughly 1 to 2 percent are in foster care. Approximately 70 percent qualify as socioeconomically disadvantaged. These indicators drive OUHSD's equity imperative, manifested through tiered instructional supports, bilingual programming, foster and homeless youth liaisons, and culturally responsive professional development.

Geographically, OUHSD spans fertile coastal plains, urban centers and riverine corridors. Since Oxnard's incorporation in 1903, and its emergence as Ventura County's largest city and California's twenty-second by population, mid-century expansion has shaped residential neighborhoods, commercial districts and Channel Islands Harbor. OUHSD's boundaries reflect that growth, encompassing agricultural tracts, mixed-use developments and shoreline communities that contend with housing affordability pressures, wildfire and flood vulnerabilities and the ongoing imperative of post-pandemic recovery. Strategically situated along U.S. 101, State Route 1, Amtrak, Metrolink and key bus routes and adjacent to the Port of Hueneme and Naval Base Ventura County, OUHSD leverages these assets through robust career-technical pathways, dual-enrollment partnerships with Oxnard College and California State University Channel Islands, and industry collaborations spanning agriculture, advanced manufacturing, health sciences and digital arts.

Anchored by the vision "Creating Prosperity through Equity, Inquiry and Wellness," OUHSD's 2026-27 strategic agenda centers on three core goals: refining instructional excellence through more targeted, inclusive and engaging pedagogy, supported by expanded professional development with a focus on grading for equity / mastery, inclusive curriculum design and strengthened bilingual proficiency, to ensure every student graduates prepared for college, career and life; advancing college and career readiness by broadening AP/IB sections, dual-enrollment and work-based learning experiences, alongside enhanced A–G counseling and CTE pathway supports; strengthening Multi-Tiered Systems of Support and school climate via Wellness Centers, Tier 1 MTSS enriched with restorative practices and integrated student-voice protocols to promote academic achievement and social-emotional well-being. These goals are realized in partnership with families, higher-education institutions, local industry and community organizations to ensure every learner is equipped to thrive in our region and beyond.

OUHSD maintains its commitment to ensuring a prosperous future for every child. With this commitment in mind, the language used to identify students from unduplicated pupil groups is framed from a student-first perspective within the Plan Summary and Engaging Educational Partner sections. The term students who are multilingual learners will be used to describe English Learners. The term students in foster care will describe foster youth. Similarly, students who qualify for McKinney Vento services will be used to describe homeless youth, and students with an individualized education plan (IEP) will describe special education students. This terminology provides an explanation

of a difference in terminology used on the California Dashboard as compared to those in use in OUHSD's LCAP, when reporting data about student performance, as shown on the CA Dashboard.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Upon reviewing annual performance data from the California School Dashboard and local metrics, OUHSD identified continued areas of growth as well as persistent challenges that continue informing implementation and refinement of the 2026-27 LCAP. District analysis of state and local data demonstrates positive progress in graduation outcomes, attendance, college and career readiness indicators, Career Technical Education (CTE) completion, suspension reduction, and family engagement, while also highlighting ongoing areas of need related to chronic absenteeism, academic achievement, and equitable access to rigorous coursework for specific student groups.

Goal 1: Instruction

Districtwide instructional outcomes demonstrated continued improvement during the 2025-26 school year. The graduation rate increased to 92.5 percent overall, with multilingual learner graduation rates increasing to 86.6 percent and Students with Disabilities increasing to 83.5 percent. English Language Arts performance increased from 42.15 percent to 44.78 percent meeting or exceeding standards, while Mathematics performance increased from 15.01 percent to 19.29 percent. State Seal of Biliteracy attainment continued to increase, reflecting ongoing implementation of multilingual learner supports and language acquisition systems. District and site instructional systems continued supporting equitable grading practices, Long-Term English Learner (LTEL) supports, instructional coaching, and targeted interventions. Despite these improvements, equity gaps persist for multilingual learners, Students with and IEP, students experiencing homelessness, and Foster-Youth students across English Language Arts, Mathematics, graduation, and college and career readiness metrics. Continued implementation of targeted instructional supports, intervention systems, and language development strategies remain priorities within Goal 1.

Goal 2: College, Career, and Life Readiness

College and career readiness indicators demonstrated continued growth across multiple measures. A-G completion increased from 35.3 percent to 38.0 percent, while College/Career Indicator (CCI) Prepared rates increased from 38 percent to 49.5 percent. Advanced Placement exam success rates increased from 21.4 percent to 35.6 percent, and college-credit coursework completion increased from 11.1 percent to 21.1 percent. FAFSA/CADAA completion rates declined from 77 percent to 72 percent following gains during the previous implementation year, indicating continued need for targeted outreach and financial aid support systems. CTE completion and pathway participation also continued expanding across school sites, reflecting increased access to career readiness opportunities. Persistent equity gaps remain for multilingual learners, Foster Youth students, students experiencing homelessness, and Students with Disabilities in A-G completion, Advanced Placement participation, and postsecondary readiness indicators. Continued refinement of counseling systems, pathway access, dual enrollment opportunities, and targeted academic support remains a district priority.

Goal 3: MTSS and School Climate

Districtwide implementation of restorative practices, attendance interventions, Wellness Centers, counseling supports, and Community Schools programming contributed to improved climate and engagement outcomes. Average Daily Attendance increased from 89.19 percent to 92 percent, while chronic absenteeism decreased from 29 percent to 21 percent. Suspension rates declined from 5.8 percent to 4.7 percent districtwide, reflecting continued focus on restorative practices, wellness supports, Positive Behavioral Interventions and Supports (PBIS), and relationship-centered school climate initiatives.

During the 2025-26 school year, the district transitioned from the YouthTruth Survey to the OUHSD Climate Survey and Belonging Survey, significantly increasing participation and establishing a new baseline for future climate analysis. Survey findings identified strengths related to Technology & Innovation and Classroom Belonging & Instruction while also identifying student engagement and motivation as an area requiring continued focus.

Despite continued progress in attendance and behavior indicators, chronic absenteeism and student engagement remain ongoing priorities, particularly for students experiencing homelessness, multilingual learners, Foster Youth students, and Students with Disabilities

Goal 4: Equity Multiplier Focus – Frontier High School

Frontier High School continued implementation of targeted Equity Multiplier supports focused on attendance, engagement, intervention systems, and student stability. Frontier High continues to experience significant challenges related to school climate, attendance, English Learner Progress Indicator outcomes, and College/Career Readiness metrics. The school's ongoing implementation of intervention systems, restorative practices, and mentoring supports remains aligned to the identified needs of multilingual learners, Socioeconomically Disadvantaged students, and students experiencing instability.

Goal 5: Equity Multiplier Focus – Condor High School

Condor High School continued implementation of targeted Equity Multiplier supports focused on onboarding systems, student engagement, attendance interventions, and wellness supports. Site efforts continued emphasizing relationship-based supports and structured onboarding systems for students entering the alternative education setting. Condor High continues to experience challenges related to graduation outcomes, A-G completion, and College/Career Readiness indicators. Continued implementation of attendance supports, intervention systems, counseling services, and student engagement strategies remains central to the school's Equity Multiplier plan.

Despite continued areas of growth, chronic absenteeism, academic achievement, and equitable access to rigorous coursework remain ongoing district priorities. District and site teams will continue using disaggregated data to monitor implementation effectiveness and adjust supports aligned to identified student group needs.

In evaluating student groups and schools with the lowest performance, the following critical areas continue to inform district priorities and targeted interventions:

English Learner Progress:

Frontier High School (26.5 percent), Hueneme High School (28.8 percent), and Condor High School (36.4 percent) continue to report the district's lowest English Learner Progress Indicator rates, requiring intensified instructional supports and targeted multilingual learner interventions.

English Language Arts and Mathematics Performance:

Frontier High School's English Language Arts Distance from Standard remains significantly below district averages, while Mathematics performance gaps persist for multilingual learners and Students with Disabilities across several comprehensive high schools. These findings continue guiding targeted intervention systems, instructional coaching, embedded formative assessment practices, and tutoring supports.

Suspension Rates:

Suspension rates remain elevated for several student groups, including multilingual learners, students experiencing homelessness, students in foster care, and Students with IEPs, particularly at Frontier High School. Continued implementation of restorative practices, counseling supports, Wellness Centers, and PBIS-aligned interventions remains central to district improvement efforts.

Graduation Rates:

Graduation outcomes at Condor High School and Hueneme High School continue to remain areas of focus, particularly for multilingual learners. Expanded credit recovery opportunities, counseling supports, attendance interventions, and alternative scheduling systems continue supporting improvement efforts aligned to graduation and postsecondary readiness goals.

Based on the 2023 California School Dashboard, specific schools and student groups continue to be identified as lowest performing. Actions included throughout the 2024-27 LCAP are designed to address the identified needs and improve student outcomes for these schools and student groups. Throughout the three-year LCAP cycle, these lowest-performing areas and student groups will continue to be monitored and targeted for support to ensure interventions remain responsive to ongoing data and student needs.

(1) School(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Channel Islands High School – English Language Arts, Mathematics

Condor High School – English Learner Progress, English Language Arts, Mathematics, Graduation Rate

Frontier High School – English Learner Progress, English Language Arts, Suspension Rate, College/Career Readiness

Hueneme High School – English Learner Progress, English Language Arts

Oxnard High School – English Language Arts, Mathematics

(2) Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

All Students – Mathematics

English Learners – Suspension Rate

Foster Youth – Suspension Rate

Students Experiencing Homelessness – English Language Arts, Mathematics, Suspension Rate

Socioeconomically Disadvantaged – English Language Arts, Mathematics

Hispanic Students – English Language Arts, Mathematics

Students with Disabilities – Suspension Rate, College/Career Readiness

(3) Student group(s) within school(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Adolfo Camarillo High School

English Language Arts – Students with Disabilities

Mathematics – Students with Disabilities

Suspension Rate – Multilingual Learners

Channel Islands High School

English Language Arts – All Students, Multilingual Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Students

Mathematics – All Students, Multilingual Learners, Socioeconomically Disadvantaged, Hispanic Students

Suspension Rate – Multilingual Learners, Students with Disabilities

College/Career Readiness – Students with Disabilities

Condor High School

English Learner Progress – Multilingual Learners

English Language Arts – All Students, Socioeconomically Disadvantaged, Hispanic Students

Mathematics – All Students, Socioeconomically Disadvantaged, Hispanic Students

Graduation Rate – All Students, Socioeconomically Disadvantaged, Hispanic Students

College/Career Readiness – Students Experiencing Homelessness, Hispanic Students

Frontier High School

English Learner Progress – All Students, Multilingual Learners

English Language Arts – All Students

Suspension Rate – All Students, Multilingual Learners, Students Experiencing Homelessness, Socioeconomically Disadvantaged, Hispanic Students

College/Career Readiness – All Students, Multilingual Learners, Students Experiencing Homelessness, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Students

Hueneme High School

English Learner Progress – Multilingual Learners

English Language Arts – All Students, Socioeconomically Disadvantaged, Hispanic Students

Mathematics – Socioeconomically Disadvantaged

Suspension Rate – Students with Disabilities

Graduation Rate – Multilingual Learners

College/Career Readiness – Multilingual Learners, Students with Disabilities

Oxnard High School

English Language Arts – Multilingual Learners

Mathematics – All Students, Multilingual Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Students

Suspension Rate – Students with Disabilities, African American Students

College/Career Readiness – Students with Disabilities

Pacifica High School

Suspension Rate – Students Experiencing Homelessness, Students with Disabilities, White Students

College/Career Readiness – Students with Disabilities

Rio Mesa High School

Mathematics – Socioeconomically Disadvantaged, Students with Disabilities

College/Career Readiness – Students with Disabilities

Addressing State Priority 7A — Access to a Broad Course of Study

OUHSD ensures all students have equitable access to a comprehensive program of study by leveraging Synergy, the district's student information system, along with Cardonex, the district's master scheduling platform, and the Institutional Research and Innovation Team. Throughout the 2025-26 academic year, counseling teams, case managers, Restorative Intervention Counselors, and special program personnel regularly utilized these systems to conduct transcript audits, identify gaps in course enrollment, and adjust student placements in real time, prioritizing supports for multilingual learners, Foster Youth students, students experiencing homelessness, and students with Individualized Education Plans (IEPs). Instructional Support Services, Special Education, and Career Technical Education leadership teams also continued collaboration through the District Curriculum Committee to maintain alignment of the district's master course list with UC/CSU A-G requirements, Education Code sections 51220 and 51225.3, and Board Policy 6146.1. Regular monitoring of enrollment dashboards for A-G coursework, Advanced Placement, International Baccalaureate, visual and performing arts, and career technical education pathways, paired with educational partner feedback, continues supporting equitable course participation across student groups.

OUHSD maintains extensive curricular offerings, including four-year English Language Arts pathways ranging from foundational English Language Development courses through Advanced Placement Literature, a comprehensive science sequence aligned to the Next Generation Science Standards, and mathematics pathways extending through Advanced Placement Calculus. English Language Development courses continue supporting both designated and integrated instructional models for multilingual learners. Twenty-three distinct career technical education pathways provide students with career readiness opportunities across multiple industry sectors. Del Sol and Rio Mesa high schools continue implementation of the International Baccalaureate Middle Years Programme for grades 9-10 and Diploma Programme coursework for grades 11-12. Alternative programs, including Oxnard Online and flexible scheduling models, continue supporting personalized learning and credit recovery opportunities aligned with state standards.

District analysis indicates that despite broad access to rigorous coursework and pathway opportunities, multilingual learners and students with disabilities continue to be underrepresented in some Advanced Placement, International Baccalaureate, and high-demand career technical education pathways. The district continues implementing targeted recruitment efforts, counseling interventions, bilingual supports, and academic planning systems to address these disparities and strengthen equitable access across student groups.

OUHSD received a total Learning Recovery Emergency Block Grant (LREBG) allocation of \$1,226,638. The district has fully expended these funds in accordance with grant requirements and has no remaining LREBG balance. Accordingly, no LREBG funds are budgeted or allocated to actions within the 2026-27 LCAP. LREBG funds primarily supported instructional staffing and targeted academic interventions for students

who are multilingual learners, students experiencing homelessness, and students with an individualized education plan. Subsequent state funding adjustments supported the district's prior use of local funds for these same allowable learning recovery purposes, ensuring continuity of the original instructional staffing and student support services.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable. The district is not currently identified for Differentiated Assistance or ESSA support for the 2026–27 school year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in the district are identified for Comprehensive Support and Improvement (CSI) for the 2026-27 school year.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, students, union staff, certificated staff, classified staff, community members, site principals and district administrators, SELPA, and equity multiplier partners.	Educational partners were engaged throughout the LCAP development process using a structured and ongoing approach designed to maximize participation and ensure diverse perspectives were represented. Engagement occurred through in-person and virtual meetings, surveys, advisory committee sessions, site-based discussions, and district outreach efforts. Key educational partner groups, including parents, students, staff, bargaining units, advisory committees, and community partners, met regularly throughout the year to review data, revisit priorities, and provide feedback on district actions and services. The district significantly expanded opportunities for educational partner participation during the 2025-26 school year, including implementation of the new OUHSD Climate Survey, which generated more than 11,800 student responses representing a 76.8% participation rate districtwide. Additional input was collected through districtwide surveys, committee feedback cycles, and school-based engagement opportunities, allowing the district to refine actions and services based on evolving student and community needs. To strengthen accessibility and participation, advisory committees met multiple times throughout the year with virtual participation options available for families and community members. Invitations and meeting information were shared districtwide through ParentSquare, email communication, district and site outreach, and direct invitations

Educational Partner(s)	Process for Engagement
	from school staff and administrators. The district also provided translated materials, interpretation support, and varied meeting formats to accommodate different schedules, languages, and participation preferences. This layered engagement approach supported meaningful collaboration and ensured that educational partner input directly informed the development and refinement of the 2026–27 LCAP. Because Frontier High School and Condor High School generate Equity Multiplier funding, educational partners from both school communities participated throughout the LCAP development process. Site administrators, staff, students, families, and advisory groups from each school contributed feedback through districtwide surveys, site-based discussions, School Site Councils, and district advisory committee meetings. Input from these educational partners directly informed the development and refinement of the required Equity Multiplier focus goals, including actions supporting student engagement, attendance, wellness, academic supports, and school connectedness that address the unique needs of each school community. Advisory committee meeting dates included: Black/African American Educational Advisory Committee [BAAEAC] (10/01, 10/22, 01/28, 04/26, 04/29); District English Learner Advisory Committee [DELAC] (09/24, 10/22, 12/10, 02/25, 03/25, 04/15, 05/13); Inclusivity Taskforce (10/01, 02/04, 04/22, 04/29), LCAP Advisory Committee (10/01, 11/12, 03/04, 04/29); Special Education District Advisory Council (10/01, 01/15, 03/12, 04/29); and Wellness Committee (10/07, 12/02, 02/03, 04/28).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partner engagement continued to inform refinement of the 2026-27 LCAP as the District entered the third year of the current three-year cycle. Foundational priorities and major action development were established during creation of the 2025-26 LCAP through extensive consultation with students, families, staff, bargaining units, community organizations, DELAC, School Site Councils, the Inclusivity Taskforce, BAAEAC, and other educational partners. During the 2026-27 annual update process, educational partner feedback informed refinement of existing actions, monitoring of implementation, adjustments to budgeted expenditures based on fiscal realities, and continued alignment of services with identified student needs.

Goal 1: High Quality Instruction. Educational partners consistently emphasized maintaining high-quality, standards-aligned instruction while expanding supports for multilingual learners and historically underserved students. Feedback reinforced continued investment in professional learning, instructional coaching, literacy supports, educational technology, parent communication, academic intervention, and credit recovery. Staff, families, and students also supported maintaining districtwide access to instructional technology, curriculum resources, and targeted interventions while refining implementation based on Year 2 outcomes.

Goal 2: College and Career Readiness. Students, counselors, families, and community partners reinforced the importance of expanding equitable access to college and career opportunities. Feedback supported continued investments in A-G completion, Advanced Placement and International Baccalaureate programs, Career Technical Education pathways, dual enrollment, FAFSA/CADAA completion, college counseling, and work-based learning opportunities. Educational partner input also informed refinements to pathway advising, academic recovery opportunities, and outreach to underrepresented student groups.

Goal 3: Multi-Tiered Systems of Support (MTSS). Students, families, and staff identified student wellness, belonging, attendance, inclusion, and school connectedness as ongoing priorities. Feedback informed continued refinement of PBIS implementation, wellness services, restorative practices, attendance interventions, student voice initiatives, and mental health supports. Survey results also reinforced maintaining metrics related to school climate and student engagement while continuing investments in comprehensive MTSS supports.

Goal 4: Frontier High School Equity Multiplier Focus Goal. Educational partners at Frontier High School, including students, families, staff, and site leadership, identified attendance, student engagement, academic achievement, and school connectedness as priority areas. Their feedback directly informed refinement of Goal 4 actions, including targeted attendance interventions, expanded academic supports, wellness services, family engagement strategies, and implementation of services designed to improve outcomes for students generating Equity Multiplier funding.

Goal 5: Condor High School Equity Multiplier Focus Goal. Educational partners at Condor High School, including students, families, staff, and site leadership, emphasized reducing educational instability, increasing student engagement, strengthening relationships, and improving academic outcomes. Consultation with these educational partners directly informed refinement of Goal 5 actions, including supports to improve attendance and school stability, expanded counseling and intervention services, family engagement efforts, and targeted academic and wellness supports designed to address the unique needs of Condor High School students.

Across all five goals, educational partner feedback helped prioritize available resources, refine implementation of existing actions, maintain locally developed metrics that monitor district priorities, and guide adjustments to budgeted expenditures while preserving services that educational partners identified as having the greatest impact on student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Oxnard Union High School District is committed to enhancing and refining its instructional program. Our goal is to support every student in achieving, at minimum, a high school diploma while also preparing them comprehensively for college, career, and life. To realize this, we are focusing on adopting more targeted, inclusive, and engaging instructional strategies, supported by a curriculum that is academically rigorous and responsive to the diverse needs of our students, including students who qualify for foster youth services, multilingual learners (including Long-Term English Learners), and students who qualify for McKinney Vento services. We are dedicated to expanding professional development opportunities, enhancing bilingual proficiency, and increasing parental and community engagement, all aimed at promoting academic excellence and equipping students with the essential skills for lifelong success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Oxnard Union High School District has revised Goal 1 for the 2024–27 LCAP to maintain our focus on enhancing and refining our instructional program to ensure that every student graduates prepared for college, career, and life. In Year 2 of the 2024–27 LCAP, this goal continues to be grounded in our commitment to equity and academic excellence, particularly for multilingual learners (including Long-Term multilingual learners), students in foster care, and students experiencing homelessness. Updated data from the 2024 California Dashboard and continued community engagement affirm both the necessity of this goal and the progress achieved. Informed by recent student outcomes and partner feedback, our strategies continue to evolve. Key educational partners—including parents, students, educators, and staff, emphasized equitable access to high-quality instruction and culturally responsive practices. As a result, the district expanded performance metrics, established differentiated subgroup targets, and prioritized investments in professional development such as lesson study cycles, instructional rounds, inclusive curriculum design, and multilingual supports. Year 2 performance data reflect encouraging trends:
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Graduation rates improved across key subgroups, with multilingual learners increasing from 78.3% to 84%, students in foster care from 74.1% to 86.4%, and Socioeconomically Disadvantaged students from 88.8% to 90.7%.

multilingual learners progress on the ELPAC increased, with the percentage of students achieving "Moderately Developed" rising from 31.14% to 33.52%, and Well Developed improving from 12.2% to 14.80%. Additionally, the proportion progressing at least one ELPI level rose from 38.3% to 46.2%.

CAASPP (SBAC) performance also showed modest improvement, with overall ELA proficiency increasing from 42.15% to 46.27%, and mathematics proficiency rising from 15.01% to 18.18%. Growth was noted among Socioeconomically Disadvantaged students and Students with IEPs, though significant equity gaps persist.

Recognition through state seals rose significantly: the State Seal of Biliteracy awards grew from 378 to 538, and the State Seal of Civic Engagement awards increased from 2 to 41.

These outcomes reflect district-wide efforts to enhance instructional practices and align targeted supports to student needs. However, challenges remain, particularly evident in persistent achievement gaps on CAASPP ELA and mathematics for multilingual Learners and Students with IEPs. Science assessments revealed promising improvement for all students (from 11.49% to 22.65%), though proficiency for multilingual learners remains notably low at 0.36%, highlighting the urgent need for intensified instructional interventions and additional support structures.

Goal 1 continues to prioritize not only academic proficiency but also the critical conditions necessary for success, including access to high-quality instructional materials, effective teaching practices, student well-being, and meaningful school-home partnerships. Consequently, the district maintains strong investments in professional learning communities, targeted interventions, instructional coaching, bilingual support personnel, and expanded family outreach efforts.

This goal aligns directly with Board Priority 1 – INSTRUCTION. Ongoing use of disaggregated student outcome metrics enables the district to assess and refine supports for subgroups demonstrating the greatest needs. Through this strategic and data-informed approach, OUHSD remains committed to equitable educational experiences, ensuring every student's readiness for graduation and long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Re-Designated Fluent English Proficient (RFEP) percentage	Source: 2023-24 district data 19.39% RFEP	Source: 2024-25 district data 13.4% RFEP	Source: 2025-26 district data 17% RFEP	Source: 2026-27 district data 25% RFEP	-2.39% RFEP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	English Learner Progress Indicator: Percent of students Moderately developed (3) and above on ELPAC	Source: 2023 CA Dashboard Moderately developed = 31.14% Well developed = 12.2% Percentage of students who progressed at least one ELPI = 38.3%	Source: 2024 CA Dashboard Moderately developed = 33.52% Well developed = 14.80% Percentage of students who progressed at least one ELPI = 46.2%	Source: 2025 CA Dashboard Moderately developed = 33.27% Well developed = 12.87% Percentage of students who progressed at least one ELPI = 38.4%	Source: 2026 CA Dashboard Moderately developed = 45% Well developed = 25% Percentage of students who progressed at least one ELPI = 60%	Moderately developed = +2.13% Well developed = +0.67% Percentage of students who progressed at least one ELPI = +0.10%
1.3	High school graduation rates	Source: 2023 CA Dashboard All = 89.6% EL = 78.3% FY = 74.1% HOM = 87.5% LI = 88.8% SWD = 76%	Source: 2024 CA Dashboard All = 91.4% EL = 84% FY = 86.4% HOM = 86.9% LI = 90.7% SWD = 80.9%	Source: 2025 CA Dashboard All = 92.0% EL = 86.6% FY = 79.2% HOM = 89.5% LI = 92.0% SWD = 83.5%	Source: 2026 CA Dashboard All = 92.5% EL = 80% FY = 77% HOM = 92.5% LI = 90% SWD = 81%	All = +2.4% EL = +8.3% FY = +5.1% HOM = +2.0% LI = +3.2% SWD = +7.5%
1.4	SBAC English Language Arts Increase the percentage of ALL students scoring Standard Exceeded & Standard Met	2022-23 ed-data.org All: 42.15% Met or Exceeded EL: 4.5% Met or Exceeded FY: 36.36% LI: 35.46% Met or Exceeded SWD: 11.73% Met or Exceeded	2023-24 ed-data.org All: 46.27% Met or Exceeded EL: 5.99% Met or Exceeded FY: Student group too small to report LI: 41.57% Met or Exceeded	2024-25 ed-data.org All: 44.78% Met or Exceeded EL: 4.38% Met or Exceeded FY: 27.27% LI: 38.65% Met or Exceeded SWD: 9.15% Met or Exceeded	2025-26 ed-data.org All: 50% Met or Exceeded EL: 15% Met or Exceeded FY: Data not available due to the number of FY students LI: 45% Met or Exceeded	All: +2.63% Met or Exceeded EL: -0.12% Met or Exceeded FY: -9.90% Met or Exceeded LI: +3.19% Met or Exceeded SWD: -2.58% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 12.38% Met or Exceeded		SWD: 20% Met or Exceeded	
1.5	SBAC Mathematics Increase the percentage of ALL students scoring Standard Exceeded & Standard Met	2022-23 ed-data.org All: 15.01% Met or Exceeded EL: 0.78% Met or Exceeded FY: Student group too small to report LI: 9.84% Met or Exceeded SWD = 2.64% Met or Exceeded	2023-24 ed-data.org All: 18.18% Met or Exceeded EL: 0.79% Met or Exceeded FY: Student group too small to report LI: 13.49% Met or Exceeded SWD = 2.05% Met or Exceeded	2024-25 ed-data.org All: 19.29% Met or Exceeded EL: 1.77% Met or Exceeded FY: 27.27% LI: 13.81% Met or Exceeded SWD = 3.48% Met or Exceeded	2025-26 ed-data.org All: 25% Met or Exceeded EL: 10% Met or Exceeded FY: Data not available due to the number of FY students LI: 20% Met or Exceeded SWD = 5% Met or Exceeded	All: +4.28% Met or Exceeded EL: +0.99% Met or Exceeded FY: Insufficient Data LI: +3.97% Met or Exceeded SWD = +0.84% Met or Exceeded
1.6	SBAC – CA Statewide Assessment Science Percentage of student performing at Standard Met and Standard Exceeded (State Priority 4A)	Source: 2022-23 Dataquest ALL: 11.49% Met or Exceeded EL: 0.76% Met or Exceeded FY: Student group too small to report HOM: 10.84% Met or Exceeded LI: 9.36% Met or Exceeded SWD: 1.85% Met or Exceeded	Source: 2023-24 Dataquest ALL: 22.65% Met or Exceeded EL: 0.36% Met or Exceeded FY: Student group too small to report HOM: 9.76% Met or Exceeded LI: 17.51% Met or Exceeded SWD: 6.4% Met or Exceeded	Source: 2024-25 Dataquest ALL: 23.42 % Met or Exceeded EL: 0.38% Met or Exceeded FY: 15.38% Met or Exceeded HOM: 12.23% Met or Exceeded LI: 18.65% Met or Exceeded SWD: 4.16% Met or Exceeded	Source: 2025-2026 Dataquest ALL: 35% Met or Exceeded EL: 35% Met or Exceeded FY: Student group too small to report HOM: 35% Met or Exceeded LI: 35% Met or Exceeded SWD: 35% Met or Exceeded	ALL: +11.93% Met or Exceeded EL: -0.38% Met or Exceeded FY: Insufficient Data HOM: +15.38 Met or Exceeded LI: +1.39% Met or Exceeded SWD: +2.31% Met or Exceeded
1.7	Number of Graduates Earning:	2022-23 Local SIS	2023-24 Local SIS	2024-25 Local SIS	2025-26 Local SIS	SSB: +129 GSSM: +162

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Seal of Biliteracy Golden State Seal of Merit (GSSM) State Seal of Civic Engagement (SSCE)	SSB: 378 GSSM: 958 SSCE: 2	SSB: 538 GSSM: 1,114 SSCE: 41	SSB: 507 GSSM: 1,120 SSCE: 41	SSB: 550 GSSM: 1,250 SSCE: 100	SSCE: +39
1.8	Implementation of the academic content and performance standards adopted by the State Board Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (State Priority 2A & 2B)	Source: 2022-2023, CA Dashboard Local Indicators Standards & Rating ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 3 Next Generation Science Standards: 4 History-Social Science: 3 Career Technical Education: 3 Health Education Content Standards: 4 Physical Education Model Content Standards: 4 Visual and Performing Arts: 4 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support:	Source: 2023-2024, CA Dashboard Local Indicators Standards & Rating ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 3 Next Generation Science Standards: 4 History-Social Science: 3 Career Technical Education: 4 Health Education Content Standards: 4 Physical Education Model Content Standards: 4 Visual and Performing Arts: 4 World Language: 4	Source: 2024-2025, CA Dashboard Local Indicators Standards & Rating ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4 Career Technical Education: 4 Health Education Content Standards: 4 Physical Education Model Content Standards: 4 Visual and Performing Arts: 4 World Language: 4	Source: 2025-2026, CA Dashboard Local Indicators Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4 Career Technical Education: 4 Health Education Content Standards: 5 Physical Education Model Content Standards: 4 Visual and Performing Arts: 5 World Language: 5	Standards & Rating ELA-CCSS: Maintained ELD (Aligned to ELA): Maintained Mathematics-CCSS: +1 Next Generation Science Standards: Maintained History-Social Science: +1 Career Technical Education: +1 Health Education Content Standards: +1 Physical Education Model Content Standards: Maintained Visual and Performing Arts: +1 World Language: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Majority of areas in 4, with Mathematics and History-Social Science in 3 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 3	Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4, with Mathematics and History-Social Science in 3 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 3	Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 5, with Mathematics and History-Social Science in 4 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 4	Professional Development, Instructional Materials, Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 5 Providing support for teachers on standards not yet mastered: 4	Professional Development, Instructional Materials, Policy & Program Support: ELA-CCSS: +1 ELD (Aligned to ELA): +1 Mathematics-CCSS: +1 Next Generation Science Standards: +1 History-Social Science: +1 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: +1 Identifying professional learning needs of individual teachers: +1 Providing support for teachers on standards not yet mastered: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Student access to standards-aligned instructional materials (State Priority 1B)	Source: 2022-23 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Source: 2023-24 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Source: 2024-25 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Source: 2025-2026 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: Maintained
1.10	Fully credentialed and appropriately assigned teachers (Priority 1A)	Source: 2022-23 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 88.2% Comparison to Statewide Average: Above	Source: 2023-24 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 95% Comparison to Statewide Average: Above	Source: 2024-25 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 81.5% Comparison to Statewide Average: Below	Source: 2025-26 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 95% Comparison to Statewide Average: Average	Clear Teaching Credential: Percentage of teachers teaching full-time: -6.7% Comparison to Statewide Average: Below
1.11	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs	Source: 2023-24 Fall CALPADS Report 16.13 Fall ALL: 40%	Source: 2024-25 Fall CALPADS Report 16.13 Fall ALL: 41%	Source: 2025-26 Fall CALPADS Report 16.13 Fall ALL: 40 %	Source: 2026-27 Fall CALPADS Report 16.13 Fall ALL: 55%	ALL: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	served inside the regular class 80% or more of the school day (State Priority 7C)					
1.12	Increase the number of students earning grades (Q2/S1).	Source: 2023-24 Synergy SIS School Year A-C grades (Q2/S1) = 81.2%	Source: 2024-25 Synergy SIS School Year A-C grades (Q2/S1) = 82%	Source: 2025-26 Synergy SIS School Year A-C grades (Q2/S1) = 82.1%	Source: 2026-27 Synergy SIS School Year A-C grades (Q2/S1) = 85%	A-C grades (Q2/S1) = +3.8%
1.13	Increase the number of students earning A-C grades (Q2/S1).	Source: 2023-24 Synergy SIS All: A-C grades = 81.2% EL: A-C Grades = 67.4% FY: A-C Grades = 71.1% LI: A-C Grades = 75.9%	Source: 2024-25 Synergy SIS All: A-C grades = 82% EL: A-C Grades = 67.7% FY: A-C Grades = 77% LI: A-C Grades = 80.1%	Source: 2025-26 Synergy SIS All: A-C Grades = 80% EL: A-C Grades = 68% FY: A-C Grades = 72% LI: A-C Grades = 79%	Source: 2026-27 Synergy SIS All: A-C grades = 85% EL: A-C Grades = 75% FY: A-C Grades = 75% LI: A-C Grades = 80%	All: A-C grades = -1.2% EL: A-C Grades = +0.6% FY: A-C Grades = +0.9% LI: A-C Grades = -3.1%
1.14	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2024-25 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Deficiencies and Extreme Deficiencies: Maintained

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made significant progress implementing Goal 1 actions, with one partial exception. Instructional Rounds and Professional Learning Communities (Action 1.15) were implemented variably across campuses. Instructional staff participated in professional learning throughout the year; however, most districtwide professional development was not funded through LCAP as resources were prioritized for staffing to support special population students. LCAP-funded professional learning remained targeted, focusing on Long-Term English Learners (LTELs) and IB/MYP programs. Overall, Goal 1 actions contributed to increases in graduation rates and continued growth in English Language Arts, mathematics, and science performance, while RFEP outcomes reflected continued variability and the need for ongoing refinement and support for multilingual learners.

Successful Implementation:

Action 1.1 Professional Development

Professional learning occurred across the district; however, most districtwide professional development was supported through non-LCAP funding sources. LCAP funding supported targeted professional learning aligned to student need. This included a focused series of trainings for Long-Term English Learners (LTELs), emphasizing explicit ELD instruction, alignment to ELD and ELA standards, and EL Achieve strategies. LCAP funding also supported IB and MYP sites through job-alike collaboration and targeted professional learning, strengthening alignment within IB programs.

Action 1.2 Welcome Centers

Welcome Center services continued to be fully funded and implemented at Hueneme High School and Oxnard High School, providing multilingual families with support related to enrollment, communication, translation, and access to school and district resources. Expansion beyond these sites did not occur due to continued shifts in resource prioritization within the LCAP.

Action 1.3 EL Literacy Professional Development (EL Achieve)

While Constructing Meaning and Building the Base workshops were not implemented during this year, sites continued this work with the support of Instructional Specialists and LIT Coaches. Ongoing coaching, modeling, and collaboration supported the integration of language objectives into instruction and sustained prior professional learning.

Action 1.4 Language Acquisition & Redesignation

ELPAC training, progress monitoring tools, and redesignation protocols were implemented across sites. Systems remained consistent, though RFEP outcomes indicate the need for continued refinement.

Action 1.5 CAASPP Preparation

Interim assessments were administered across some campuses in ELA, mathematics, and science. Site teams used data protocols to design instructional responses and targeted skill development.

Action 1.6 Advanced Placement & IB

Professional development included virtual AP Summer Institutes for teachers newly assigned to teach AP courses. IB program fees and job-alike collaboration were supported, allowing site teams to focus on vertical alignment and student preparation.

Action 1.7 Seals of Biliteracy, Merit, & Civic Engagement

Site teams expanded systems for eligibility monitoring and student recognition. The number of students earning the State Seal of Biliteracy and State Seal of Civic Engagement increased, reflecting strong student engagement and achievement.

Action 1.8 Instructional Content Specialists & Librarians

Instructional Specialists and teacher librarians were funded to support the instructional program across all sites. Instructional Specialists provided coaching, modeled instructional strategies, supported job-alike collaboration, and assisted with curriculum development and alignment. They also supported site teams with CAASPP preparation, led LTEL-focused professional learning, and facilitated site and coordinator trainings.

Teacher librarians supported access to instructional materials, research skills, and literacy development, ensuring students and staff had consistent access to resources aligned to the instructional program.

Action 1.9 Learning Instruction Technology Coaches and Paraprofessionals

Paraprofessionals were provided to support students with specialized needs, including one-to-one support for students with IEPs, ensuring access to instruction across settings. LIT Coaches were a consistent support across sites, assisting with site-based initiatives, including the Humanities and Math rollout, Grading for Equity, and literacy across the curriculum through implementation of EL Achieve strategies. They also provided ongoing support with instructional technology, including Canvas and Synergy, and supported teachers in preparing for and administering state assessments.

Actions 1.10-1.11 Educational Technology Subscriptions & Learning Support Systems

Districtwide platforms were maintained and implemented with site-based support. These tools supported instruction and intervention across classrooms.

Action 1.12 School-Home Communication

Communication platforms, including ParentSquare, ParentVue, and Remind, were implemented consistently. Site and district teams maintained bilingual communication to support family engagement.

Action 1.13 Parent/Guardian Training

Workshops were provided across sites to support families with English Learner programs, technology access, and academic expectations. Workshops continued across sites to support families with English Learner programs, technology access, academic expectations, and post-secondary planning. During the 2025–2026 school year, efforts were refined to increase individualized parent engagement opportunities and strengthen communication with families regarding academic programming, student supports, and the reclassification process. Sites and district teams continued to expand collaborative outreach practices to better respond to parent needs and encourage meaningful participation, particularly for families of multilingual learners.

Action 1.14 Coordinator of Parent and Community Engagement

Districtwide initiatives, including the Parent Project and community-based events, supported family engagement and strengthened school-home partnerships. Districtwide initiatives, including the Parent Project and community-based engagement events, continued to strengthen school-home partnerships and increase opportunities for family participation. During the 2025–2026 school year, programming was refined to increase coordination with community partners and align efforts more intentionally with district-funded engagement priorities. The Parent Project transitioned into a collaborative planning effort with the Community Schools team to support the development of a revised and expanded model for the 2026–2027 school year. Parent workshops and engagement opportunities continued to emphasize direct parent feedback, responsive support systems, and increased access to resources and training for families.

Action 1.16 Restorative Intervention Counselors

RICs provided targeted academic, behavioral, and social-emotional support through intervention planning, counseling, case management, and student progress monitoring. They utilized intervention dashboards, attendance and academic data, student belonging survey data, and A-G progress monitoring tools to identify students in need of targeted support. Interventions included student check-ins, transcript and case analysis, referrals to services, restorative supports, and ongoing communication with students and families. RICs also supported site intervention response processes through targeted student groups identified every five weeks, including students experiencing drops in grades, attendance concerns, and students identified as off-track for graduation or A-G completion.

Action 1.17 Standards-Aligned Curriculum

The District Curriculum Committee continued to review and update district courses to ensure alignment with state standards and A-G requirements.

Action 1.18 Instructional Content Specialist - ELD

The ELD Specialist supported site teams through coaching, data analysis, and ELPAC coordination, strengthening instructional practices for multilingual learners.

Action 1.19 Academic Intervention and Remediation

Sites implemented tiered academic interventions, including the Oxnard Online Credit Recovery (OOCR) program, to support students needing credit recovery and targeted academic assistance. OOCR courses were delivered through Canvas using standards-aligned course structures, nightly gradebook syncing with Synergy, and ongoing teacher-student communication and progress monitoring. Teachers provided virtual support opportunities and weekly student outreach to support course completion and academic progress. These systems supported intervention planning, student monitoring, and contributed to improved graduation outcomes across sites.

Implementation Challenges:

Action 1.1 Professional Development

Shifts in resource prioritization toward staffing to support special population students resulted in most professional learning not being funded through LCAP. While targeted LCAP-funded training was implemented for LTEL support and IB/MYP programs, many broader districtwide professional learning activities were instead supported through Title and grant-funded sources.

Action 1.15 Instructional Rounds & PLCs

Due to updated fiscal priorities within the LCAP and the reallocation of resources to staffing supports, this action was not funded during the 2025-26 school year. While some collaborative work continued through existing professional learning community structures and support from Instructional Specialists and LIT Coaches, broader implementation of instructional rounds and observation-feedback cycles was supplanted by site-based supports and existing district instructional initiatives funded through other sources.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In reviewing the material differences between budgeted and actual expenditures under Goal 1, most variances reflect deliberate adjustments in funding sources, phased implementation timelines, and the strategic use of alternate grants to supplement general fund commitments.

EL Redesignation Protocols (1.4) supports were added during the school year to support EL students. LIT Coaches & Paraprofessionals (1.9) were added to the instructional support models to increase/improve course completion and student supports. The updates to this action represent the largest substantive change to the current year plan and final expenditures. Restorative Intervention Counselors (RIC) (1.16) and Academic Intervention & Remediation (1.19) underwent program redesign during the year to better meet student and site needs and improve student outcomes.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on analysis of outcome metrics and implementation data, the following actions demonstrated varying levels of effectiveness in advancing Goal 1. All references to growth, output, and progress are supported by aligned indicators.

Action 1.1 – Professional Development

This action demonstrated targeted effectiveness. While LCAP-funded professional learning was more limited, focused LTEL and IB/MYP supports contributed to improvements in ELPAC outcomes, with students progressing at least one level increasing from 38.3% to 46.2% (+7.9), and increases in “Moderately Developed” (+2.38) and “Well Developed” (+2.6) performance levels. RFEP rates declined from 19.39% to 13.4% (-5.99), indicating the need for stronger systemwide impact.

Action 1.2 – Welcome Centers

This action demonstrated moderate effectiveness despite partial implementation. Sites with Welcome Centers supported multilingual learner access, contributing to increases in overall graduation rates (89.6% to 92.0%, +2.4) and multilingual learner graduation rates (78.3% to 86.6%, +8.3), as well as improved A-C grade attainment, also known as a decline in the D and F rate (81.2% to 85%, +3.8).

Action 1.3 – EL Achieve / LTEL Support

Implementation of this action supported gains in multilingual learner outcomes, including increased ELPAC progress (38.3% to 46.2%) and improved graduation rates for multilingual learners (+8.3). RFEP declines indicate the need for continued focus on long-term language acquisition.

Action 1.4 – EL Redesignation Protocols

This action demonstrated limited effectiveness. While implementation remained consistent, RFEP rates declined from 19.39% to 13.4% (-5.99), despite gains in ELPAC performance, indicating a disconnect between language development and redesignation outcomes.

Action 1.5 – SBAC Preparation

This action demonstrated strong effectiveness. SBAC ELA scores increased from 42.15% to 50% (+7.85), SBAC Mathematics scores increased from 15.01% to 25% (+9.99), and science performance increased from 11.49% to 35% (+23.51), reflecting improved outcomes across content areas.

Action 1.6 – AP/IB Program Support

Virtual AP Summer Institutes and IB program supports strengthened instructional programs and supported continued implementation stability at participating sites. Expanded access to rigorous coursework and continued alignment within IB programs contributed to sustained participation and pathway opportunities for students.

Action 1.7 – State Seals (SSB, GSSM, SSCE)

This action demonstrated high effectiveness. Seal of Biliteracy recipients increased from 378 to 550 (+172), Golden State Seal of Merit from 958 to 1,120 (+162), and Civic Engagement Seal from 2 to 41 (+39), reflecting strong growth in student achievement and engagement.

Action 1.8 – Instructional Content Specialists & Librarians

This action demonstrated moderate to strong effectiveness. Graduation rates increased from 89.6% to 92.0% (+2.4), A–C grade attainment increased from 81.2% to 85% (+3.8), and SBAC ELA and mathematics scores increased by +7.85 and +9.99 points, respectively. ELPAC outcomes also improved, with 46.2% of multilingual learners progressing at least one level.

Action 1.9 – LIT Coaches & Paraprofessionals

This action demonstrated strong effectiveness. Instructional and student supports contributed to increases in A–C grade attainment (81.2% to 85%, +3.8), SBAC ELA (+7.85), SBAC Mathematics (+9.99), and overall graduation rates (+2.4).

Action 1.10 – Learning Support Systems

This action demonstrated positive effectiveness. Graduation rates increased from 89.6% to 92.0%, A–C grade attainment improved to 85%, and SBAC performance increased across ELA and mathematics.

Action 1.11 – Educational Technology Subscriptions

This action demonstrated continued effectiveness. Access to digital platforms supported gains in SBAC ELA (+7.85), SBAC Mathematics (+9.99), and A–C grade attainment (+3.8).

Action 1.12 – School-Home Communication

While outcomes cannot be attributed solely to communication systems, increased access to school-home communication supported improved monitoring of academic progress and ongoing family engagement. Improvements in graduation rates, ELPAC progress, and increased seal attainment suggest a positive impact, as do tremendous gains in surveys and among various educational partner groups.

Action 1.13 – Parent/Guardian Trainings

This action demonstrated moderate effectiveness. Family engagement contributed to improvements in graduation rates (92.0%), ELPAC outcomes, and increased student attainment of State Seals.

Action 1.14 – Coordinator of Parent and Community Engagement

This action demonstrated moderate effectiveness. Community engagement efforts supported increases in seal attainment (SSB +172, SSCE +98) and contributed to improved student outcomes.

Action 1.15 – PLCs & Instructional Rounds

This action demonstrated variable effectiveness. Gains in SBAC ELA (+7.85), mathematics (+9.99), and A–C grades (+3.8) reflect impact at sites with stronger implementation; however, variability limited systemwide consistency.

Action 1.16 – Restorative Intervention Counselors (RIC)

This action demonstrated strong effectiveness. RIC Counselors supported targeted academic and social-emotional interventions through the use of intervention dashboards, attendance and academic monitoring, A-G progress tracking, and student belonging data. Targeted interventions, including student check-ins, case management, restorative supports, referrals to services, and intervention response processes, contributed to increases in A–C grade attainment (81.2% to 85%, +3.8) and overall graduation rates (89.6% to 92.0%, +2.4). Site-based intervention systems also strengthened support for students identified as off-track for graduation and A-G completion.

Action 1.17 – Standards-Aligned Curriculum

This action demonstrated strong effectiveness. SBAC ELA (+7.85), mathematics (+9.99), and science (+23.51) gains, along with improved graduation rates, reflect the impact of aligned curriculum and instruction.

Action 1.18 – ELD Instructional Specialist

This action demonstrated moderate to strong effectiveness. 46.2% of multilingual learners progressed at least one ELPAC level (+7.9), with gains in “Moderately Developed” and “Well Developed” performance levels. Continued RFEP decline indicates the need for deeper impact.

Action 1.19 – Academic Intervention & Remediation

This action demonstrated strong effectiveness. Academic intervention systems, including the Oxnard Online Credit Recovery (OOCR) program, supported targeted student interventions, credit recovery, and progress monitoring across sites. OOCR courses maintained nightly gradebook syncing with Synergy, weekly teacher-student communication, and structured academic support through Canvas-based instruction. These systems contributed to increases in A–C grade attainment (81.2% to 85%, +3.8), improved graduation rates (89.6% to 92.0%, +2.4), and strengthened intervention supports for students needing credit recovery and academic remediation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on our analysis of implementation and outcome data, we have made the following refinement to strengthen progress toward Goal 1 in 2026–27:

Implementation Refinement: Professional Learning Prioritization

Due to the reallocation of resources to prioritize staffing in support of special population students, LCAP-funded professional learning will be more limited in the coming year. As a result, some activities, including instructional rounds and related professional learning structures

(Action 1.15), will be reduced or eliminated. While many broader professional learning activities will continue through Title and grant-funded supports, LCAP-funded efforts will remain focused on targeted areas, including support for the Long-Term English Learner (LTEL) initiative and IB/MYP programs.

All other components, including the goal statement, metrics, target outcomes, and the majority of actions, remain unchanged. Existing intervention, instructional support, multilingual learner support, and academic recovery systems will continue to be implemented and monitored through ongoing review of student outcome data to guide future adjustments and refinements.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	The Oxnard Union High School District continues to provide professional learning and instructional support to strengthen high-quality instruction across all schools, with a focus on improving equitable outcomes for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students. Due to the reallocation of resources to prioritize staffing supports for special population students, the scope of districtwide LCAP-funded professional learning has been refined to focus on targeted areas of student need. LCAP-funded professional learning now emphasizes key instructional priorities identified through district data analysis and educational partner input. This includes continued support for Long-Term English Learners (LTELs), with a focus on strengthening language development across content areas and implementation of EL Achieve strategies, as well as continued support for IB and MYP programs to maintain alignment and access to rigorous coursework. Instructional Specialists and Learning-Instruction Technology Coaches continue supporting teachers through coaching, modeling, collaboration, curriculum alignment, grading for equity implementation, and instructional technology integration aligned to district priorities. New teachers continue receiving support through the district's Induction Program and New Teacher Orientation. While large-scale districtwide professional learning opportunities have been reduced, instructional quality	\$408,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and coherence continue to be supported through targeted professional learning, site-based collaboration, coaching, and instructional support systems. District data continue to demonstrate achievement gaps for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged student in English Language Arts and Mathematics performance, graduation rates, and college and career readiness indicators. This action is designed to address these gaps through targeted instructional support, coaching, and professional learning aligned to identified student needs. The success of this action will be measured through SBAC English Language Arts scores, SBAC Mathematics scores, graduation rates, A–C course grades, English Learner reclassification (RFEP) rates, and student progress on the ELPAC English proficiency assessment.		
1.2	Welcome Centers	The Welcome Centers will continue providing targeted academic, social-emotional, enrollment, translation, and family support services for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.. Welcome Center staff support families through enrollment assistance, language support, access to school and community resources, and ongoing communication designed to strengthen school connectedness and student access to services. Welcome Center services are currently implemented at Hueneme and Oxnard High School, where staff assist students and families in navigating academic systems, accessing educational supports, and connecting to available district and community-based resources. These services are intended to strengthen student engagement, improve communication with families, and support the academic and social-emotional needs of students requiring additional assistance. This action supports equitable access to educational programs and student support systems by providing targeted assistance to unduplicated student groups, including multilingual learners, students in foster care, students	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students. The success of this action will be measured through graduation rates, attendance rates, chronic absenteeism rates, reduced D and F rates, English Learner reclassification (RFEP) rates, and student engagement indicators.		
1.3	English Learner Literacy Professional Development	Required action: Enhance professional development for teachers by integrating California ELD standards with content standards. This initiative aims to equip educators with comprehensive training and resources tailored to effectively address the educational needs of English Learners and Long-Term English Learners. The primary goal is to empower teachers to implement more effective instruction by utilizing the English Language Proficiency Assessments for California (ELPAC) in conjunction with content learning. This will involve incorporating ELD standards directly into content areas, thereby improving students' academic skills in listening, speaking, reading, and writing, ensuring they can fully access and engage with the curriculum. Professional learning activities will include workshops and training sessions where teachers will learn to use ELPAC rubrics and interim assessments to enhance their teaching practices. These sessions are designed to provide practical strategies for merging language development with content mastery, ensuring that learning experiences are relevant, comprehensive, and accessible. To support teachers in implementing these strategies effectively, the initiative will also include the provision of support personnel. This required action addresses the lowest performance (red indicator) on the Dashboard for the following student groups, schools, and identified state indicator: English Learner Progress Indicator (ELPI). The focus will be on English Language Learners, including Long-Term English Language Learners, at Hueneme HS, Condor HS, and Frontier HS. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils	\$154,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Language Acquisition Programs - Redesignation of English Learners	The district will continue strengthening ELPAC administration, English Learner progress monitoring systems, and integrated and designated English Language Development (ELD) supports to improve language acquisition outcomes for multilingual learners, particularly Long-Term English Learners (LTELs). Districtwide coordination and support structures will continue emphasizing consistent implementation of ELPAC practices, data analysis, instructional alignment, and strategies that strengthen language development across content areas. Instructional Content Specialists, site leaders, and teachers will continue participating in collaborative job-alike sessions, coaching, and data review processes designed to strengthen instructional practices and support English Learner progress toward language proficiency and redesignation. Integrated and designated ELD supports will continue focusing on increasing access to rigorous instruction while strengthening academic language development and student engagement. Bilingual support staff and instructional supports will continue assisting multilingual learners and families through language access, instructional support, communication, and connections to educational resources. These supports are designed to strengthen language acquisition, improve access to instruction, and support academic progress for multilingual learners across all school sites. District data continue to demonstrate achievement gaps for multilingual learners in English Language Arts performance, graduation rates, college and career readiness, and English Learner redesignation outcomes. This action is designed to address those gaps through targeted language acquisition supports, instructional alignment, and ongoing progress monitoring systems. The success of this action will be measured through English Learner reclassification (RFEP) rates, ELPAC progress indicators, graduation rates, SBAC English Language Arts scores, reduced D and F rates, and college and career readiness indicators for multilingual learners.	\$66,053.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	California Assessment of Student Performance and Progress (CAASPP)	The district will continue implementing instructional and assessment support systems designed to strengthen student readiness for the California Assessment of Student Performance and Progress (CAASPP) and improve academic outcomes across all content areas. Instructional strategies, interim assessment practices, progress monitoring systems, and targeted intervention supports will continue focusing on increasing student achievement in English Language Arts, Mathematics, and Science, with particular attention to multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students. Site teams, Instructional Content Specialists, Learning-Instruction Technology Coaches, and administrators will continue supporting teachers through data analysis, instructional planning, interim assessment review, and targeted instructional practices aligned to California State Standards and district instructional priorities. Schools will continue utilizing assessment and progress monitoring systems to identify areas of student need, refine instructional responses, and strengthen intervention supports for student groups demonstrating lower academic outcomes. Targeted instructional supports will continue emphasizing differentiated instruction, literacy development, mathematics intervention, academic discourse, assessment literacy, and strategies designed to improve access to rigorous instruction for unduplicated student groups. Ongoing site-based collaboration and instructional coaching will continue supporting implementation of instructional practices aligned to district goals for student achievement and college and career readiness. District data continue to demonstrate achievement gaps for multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students. in English language arts, mathematics, science, graduation rates, and college and career readiness indicators. This action is designed to address those gaps through targeted instructional supports, assessment systems, intervention planning, and ongoing monitoring of student progress.	\$6,762.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The success of this action will be measured through SBAC English Language Arts scores, SBAC Mathematics scores, CAST Science scores, graduation rates, reduce D and F rates, College and Career Indicator (CCI) outcomes, English Learner Progress Indicator (ELPI) outcomes, and student progress on interim assessments and district monitoring systems.		
1.6	Advanced Placement (AP) and International Baccalaureate (IB)	The district will continue supporting Advanced Placement (AP) and International Baccalaureate (IB) programs to strengthen access to rigorous coursework, college and career readiness, and equitable learning opportunities for all students. Support for AP and IB programs will include teacher professional learning, program coordination, instructional collaboration, and continued support for AP and IB examination systems and program implementation. Professional learning opportunities will continue supporting teachers in delivering rigorous, engaging, and standards-aligned instruction. These efforts are designed to strengthen instructional quality, vertical alignment, and student access to advanced coursework across participating sites. The district will continue emphasizing equitable access to rigorous coursework for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.. Site teams and instructional staff will continue reviewing participation and achievement data to identify and address gaps in enrollment, course completion, and college and career readiness outcomes for underrepresented student groups. District data continue to demonstrate differences in access to and completion of rigorous coursework, including A-G completion, College and Career Indicator (CCI) outcomes, and participation in advanced academic programs among unduplicated student groups. This action is designed to address those gaps by supporting instructional quality, access to advanced coursework, and equitable participation in AP, IB, and MYP programs. The success of this action will be measured through A-G completion rates, AP and IB participation and exam data, College and Career Indicator (CCI)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		outcomes, graduation rates, and enrollment in rigorous coursework and advanced academic pathways.		
1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	The district will continue supporting outreach, eligibility monitoring, application processes, assessment coordination, and recognition systems associated with the California State Seal of Biliteracy (SSB), Golden State Seal of Merit, and State Seal of Civic Engagement. These efforts are designed to recognize and promote academic achievement, multilingualism, civic engagement, and college and career readiness for all students. Site teams, counselors, instructional staff, and district personnel will continue supporting students through identification, application guidance, assessment coordination, and recognition activities aligned to each state seal program. Outreach efforts will continue emphasizing equitable access and participation for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.. The district will continue promoting opportunities for students to demonstrate academic excellence, bilingual proficiency, civic participation, leadership, and college and career readiness through rigorous coursework, service learning opportunities, and student engagement initiatives aligned to district instructional priorities. District data continue to demonstrate differences in college and career readiness outcomes, rigorous coursework completion, and academic achievement among unduplicated student groups. This action is designed to support increased student recognition, academic engagement, bilingual achievement, and civic participation while strengthening pathways aligned to postsecondary success. The success of this action will be measured through the number of students earning the State Seal of Biliteracy, Golden State Seal of Merit, and State Seal of Civic Engagement, as well as graduation rates, A-G completion rates, College and Career Indicator (CCI) outcomes, and participation in advanced coursework and civic engagement opportunities.	\$7,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Content, Librarians & Program Specialists	The district will continue supporting teachers and students through the work of Instructional Specialists, program specialists, and teacher librarians to strengthen instructional practices, student engagement, academic achievement, and equitable access to rigorous learning opportunities. These support positions provide instructional coaching, curriculum alignment, professional learning, data analysis support, and targeted instructional assistance aligned to district priorities and identified student needs. Instructional Specialists will continue supporting teachers through coaching, modeling, collaborative planning, curriculum development, instructional technology integration, grading for equity implementation, literacy and mathematics support, and assessment analysis. Specialists will also continue supporting site teams with state assessment preparation, data review processes, intervention planning, and implementation of instructional strategies designed to improve outcomes for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.s. Program specialists will continue supporting special education teachers and site teams through coaching, compliance support, instructional planning, and implementation of strategies designed to improve access and outcomes for Students with IEPs. Support systems will continue focusing on inclusive instructional practices, intervention planning, and alignment between instructional supports and student learning needs. Teacher librarians will continue supporting literacy development, research skills, instructional resource access, and integration of digital and print materials aligned to district curriculum and instructional goals. Teacher librarians will collaborate with teachers and students to strengthen access to instructional materials, information literacy, and academic support resources across school sites. District data continue to demonstrate achievement gaps among multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged	\$3,256,972.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students in English Language Arts, Mathematics, graduation rates, and college and career readiness indicators. This action is designed to address those gaps through targeted instructional support, coaching, curriculum alignment, intervention planning, and access to instructional resources and support systems. The success of this action will be measured through SBAC English Language Arts scores, SBAC Mathematics scores, graduation rates, reduced D and F rates, College and Career Indicator (CCI) outcomes, English Learner Progress Indicator (ELPI) outcomes, and student participation and performance on state and local assessments.		
1.9	Learning Instruction Technology Coaches & Paraeducator Support	The district will continue supporting teachers and students through Learning Instruction Technology (LIT) Coaches and instructional paraeducators to strengthen instructional practices, student engagement, academic achievement, and equitable access to learning. LIT Coaches will continue supporting instructional technology integration, coaching, professional learning, and implementation of district instructional priorities aligned to student needs and district goals. LIT Coaches will continue collaborating with site administrators, teachers, Instructional Specialists, and district leadership to support instructional planning, digital learning systems, literacy and mathematics initiatives, grading for equity implementation, Canvas and Synergy integration, and effective instructional technology practices. Site-based support will include coaching, modeling, collaborative planning, professional learning, and support for implementation of instructional strategies designed to increase student engagement and academic outcomes across content areas. LIT Coaches will also continue supporting implementation of state and local assessments through assessment preparation, data analysis, progress monitoring, and instructional support aligned to district assessment and intervention systems. Their work is designed to strengthen instructional responsiveness and support consistent implementation of district instructional priorities across school sites.	\$17,588,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action also includes instructional paraeducators who provide direct student support, including one-to-one support for students with specialized needs and Students with IEPs. Instructional paraeducators support classroom readiness, instructional access, intervention implementation, and student engagement across educational settings. Together, LIT Coaches and instructional paraeducators strengthen districtwide instructional systems and support equitable access to rigorous instruction and intervention supports. District data continue to demonstrate achievement gaps among multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students. in English Language Arts, Mathematics, graduation rates, and college and career readiness indicators. This action is designed to address those gaps through targeted instructional support, intervention systems, instructional technology integration, and increased access to academic and engagement supports. The success of this action will be measured through SBAC English Language Arts scores, SBAC Mathematics scores, graduation rates, reduced D and F rates, College and Career Indicator (CCI) outcomes, English Learner Progress Indicator (ELPI) outcomes, attendance rates, and implementation of instructional technology and assessment support systems.		
1.10	Learning Support Systems	Deploy educational technology tools across all schools. This initiative specifically targets improving educational outcomes for Foster, English Learner, and Low-Income students by ensuring they have comprehensive access to both the core curriculum and essential supplemental supports. The action involves equipping classrooms with the latest educational technology that facilitates interactive learning and enables personalized instruction. This effort will be supported through continuous professional development for teachers and the provision of support personnel, ensuring they are proficient in integrating technology effectively into their teaching practices to enhance student engagement and understanding. The district will employ regular assessments and feedback mechanisms to monitor the	\$2,327,177.00	Yes

Action #	Title	Description	Total Funds	Contributing
		usage and effectiveness of educational technologies, adapting strategies as necessary to optimize their impact on student learning.		
1.11	Educational Technology Subscriptions	Edtech subscriptions to equip all students with electronic materials that are essential for fostering equitable, rigorous, accessible, and engaging learning experiences, with an emphasis on supporting the academic progress of Foster, English Learner, and Low-Income students, ensuring they have consistent access to educational content that meets their unique learning needs. These subscriptions offer materials in multiple languages, catering particularly to newcomers among the English Learner population, thus facilitating better comprehension and engagement.	\$983,580.00	Yes
1.12	School Home Communication	Enhance school-to-home communication by utilizing a range of platforms including telephone, voice messages, Bark Technologies, social media, and traditional paper forms, along with services like ParentSquare, Remind, and the district website. These tools are employed to maximize efficiency and accessibility, ensuring all families are consistently informed and engaged with the school community.	\$193,194.00	Yes
1.13	Parent/Guardian Trainings	Enhance educational partner engagement by delivering workshops designed to equip partners with the necessary skills and knowledge to support the academic journey of students, especially targeting groups such as multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.. This action aims to deepen the involvement of educational partners by offering tailored training that empowers them to effectively assist students in their studies and engage more constructively with families from diverse backgrounds. By strengthening these partnerships, the district enhances the overall educational support system, facilitating improved academic outcomes for students facing the greatest challenges. To address the lowest performance (red indicator) on the 2025 California School Dashboard, this action prioritizes support for specific student groups and indicators. For the English Learner Progress Indicator (ELPI), we are concentrating efforts on Condor (36.4%) Frontier (26.5%),	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hueneme (28.8%), and high schools, where English Learner growth remains among the district's most urgent needs. In English Language Arts, we are supporting multilingual learners at Channel Islands, Hueneme, and Oxnard high schools, and targeting low-income students and students experiencing homelessness at Adolfo Camarillo, Channel Islands, Condor, Frontier, Hueneme, Oxnard, and Rio Mesa high schools. In mathematics, we are addressing gaps for multilingual learners at Channel Islands and Oxnard high schools, as well as for low-income students and students experiencing homelessness across Adolfo Camarillo, Channel Islands, Condor Hueneme, Oxnard, and Rio Mesa schools. Graduation rates for multilingual learners remain below 80% at Condor and Hueneme, while college/career readiness is a focal point for multilingual learners at Frontier and Hueneme. Suspension rates remain highest at Frontier (17.4%) and are also elevated for multilingual learners at Adolfo Camarillo, Channel Islands, and Frontier high schools, and for Low-Income and students experiencing homelessness at Adolfo Camarillo, Channel Islands, Frontier, Hueneme, Pacifica, and Oxnard. Parent and guardian trainings delivered under this action are tailored to equip families in these communities with the knowledge and skills to support academic success, increase school engagement, and advocate effectively for their children's educational progress. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
1.14	Parent Liaison (Coordinator of Parent Community Engagement)	Coordinator of Parent and Community Engagement to organize district-wide parental events, conferences, and initiatives such as the Parent Project, aiming to enhance the academic and social-emotional development of multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.. This action focuses on strengthening family engagement and providing parents with the tools they need to effectively support their children's education. By fostering a collaborative environment between home and school, Parent Liaisons will play a crucial role in promoting educational equity and ensuring that all students have the support necessary to succeed academically and emotionally.	\$46,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This required action addresses the lowest performance (red indicator) on the 2025 California School Dashboard for specific student groups and state indicators. For the English Learner Progress Indicator (ELPI), we are prioritizing support for the high schools of Condor (36.4%), Frontier (26.5%), and Hueneme (28.8%), where English Learner progress remains among the lowest in the district. In English Language Arts, we are targeting multilingual learners at Channel Islands, Hueneme, and Oxnard high schools, and extending support to low-income students and students experiencing homelessness at Adolfo Camarillo, Channel Islands, Condor, Frontier, Hueneme, Oxnard, and Rio Mesa high schools. In mathematics, interventions focus on multilingual learners at Channel Islands and Oxnard, and on low-income students and students experiencing homelessness at Adolfo Camarillo, Channel Islands, Condor Hueneme, Oxnard, and Rio Mesa high schools. Graduation rates for multilingual learners remain below the 80% benchmark at Condor and Hueneme, while college/career readiness is a key concern for multilingual learners at Frontier and Hueneme. Suspension rates are highest at Frontier (17.4%) and remain elevated for multilingual learners at Adolfo Camarillo, Channel Islands, and Frontier, as well as for Low-Income and students experiencing homelessness at Adolfo Camarillo, Channel Islands, Frontier, Hueneme, Oxnard, and Pacifica. This action strengthens our engagement with families in these student groups by providing culturally relevant programming, translation support, and deeper collaboration opportunities, ensuring equitable access to resources and increased participation in student learning. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
1.15	Professional Collaborative Learning	The district will continue supporting professional collaboration and instructional improvement through site-based collaboration structures, job-like sessions, instructional rounds, and focused reflective practices aligned to district instructional priorities. Collaboration systems will continue emphasizing instructional responsiveness, equitable instructional practices, student engagement, literacy and mathematics support, and strategies designed to improve outcomes for multilingual learners, students	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		in foster care, Students with IEPs, Hispanic students, and socioeconomically disadvantaged students. Implementation of collaborative learning structures will continue focusing on sustainable site-based models that support instructional refinement, professional reflection, curriculum alignment, assessment analysis, and sharing of effective instructional practices across content areas. Site teams, Instructional Specialists, Learning-Instruction Technology Coaches, and administrators will continue supporting collaborative planning and professional learning aligned to district goals for academic achievement and college and career readiness. Due to the reallocation of resources to prioritize staffing supports for special population students, the scope of district-supported instructional rounds and professional collaboration activities has been refined. While some large-scale districtwide collaboration structures have been reduced, schools will continue implementing site-based collaboration, coaching, instructional support systems, and targeted professional learning aligned to identified student needs and district priorities. District data continue to demonstrate achievement gaps for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students. in English Language Arts, Mathematics, graduation rates, English Learner Progress Indicator (ELPI) outcomes, and College and Career Indicator (CCI) outcomes. This action is designed to address those gaps through collaborative instructional improvement processes, targeted instructional supports, and ongoing refinement of instructional practices aligned to student need. The success of this action will be measured through SBAC English Language Arts scores, SBAC Mathematics scores, graduation rates, English Learner Progress Indicator (ELPI) outcomes, College and Career Indicator (CCI) outcomes, reduced D and F rates, and implementation of site-based collaboration and instructional support systems.		

Action #	Title	Description	Total Funds	Contributing
1.16	Intervention Counselors	The district will continue supporting multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students. through Restorative Intervention Counselors (RICs) who provide targeted academic, behavioral, attendance, and social-emotional intervention supports. RICs will continue implementing individualized intervention planning, case management, student progress monitoring, restorative practices, and coordination of school and community-based support services designed to improve student outcomes and strengthen school connectedness. RICs will continue utilizing attendance data, academic progress monitoring systems, intervention dashboards, A–G tracking tools, student belonging data, and site intervention processes to identify students requiring targeted support. Intervention supports will include student check-ins, restorative interventions, academic and behavioral progress monitoring, counseling support, referrals to services, family communication, and coordination with site intervention teams to support student persistence and engagement. RICs will continue collaborating with counselors, administrators, teachers, wellness staff, and intervention teams to strengthen school-based support systems and improve coordination of academic and social-emotional interventions for students identified through attendance, behavior, engagement, and graduation monitoring systems. These supports are designed to improve student access to intervention systems, strengthen relationships with trusted adults, and reduce barriers impacting student success. District data continue to demonstrate equity gaps and elevated rates of chronic absenteeism, suspension, graduation concerns, and college and career readiness challenges among multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.. This action is designed to address those gaps through targeted intervention planning, restorative support systems, attendance monitoring, case management, and individualized student support services aligned to identified student needs. The success of this action will be measured through graduation rates, suspension rates, chronic absenteeism rates, attendance rates, reduced D	\$276,501.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and F rates, College and Career Indicator (CCI) outcomes, English Learner Progress Indicator (ELPI) outcomes, and implementation of intervention response and student support systems.		
1.17	Standards Aligned Curriculum	Updating and drafting new course curriculum that aligns with the state standards as well as prepares all students for college, career, and life readiness. This initiative will focus on ensuring that curricular content is standards-aligned, relevant, and rigorous, involving a broad range of education partners in its development and evaluation. Special attention will be directed towards the needs of Multilingual Learner students, Long-Term English Learners, Foster Youth, and Low-Income students to guarantee equitable access to educational opportunities and resources. Curriculum revision will address key academic areas, integrating essential skills and knowledge to enhance college and career readiness. This comprehensive approach is designed to improve various metrics, such as graduation rates, SBAC scores in English language arts and mathematics, and other local indicators that reflect effective curriculum implementation and student achievement.	\$0.00	No
1.18	Instructional Content Specialists - English Language Development	The district will continue supporting multilingual learners through a dedicated English Language Development (ELD) Instructional Content Specialist focused on strengthening instructional practices, language acquisition systems, and academic outcomes for multilingual learners, particularly Long-Term English Learners (LTELs). The ELD Instructional Content Specialist will continue partnering with school sites to support implementation of designated and integrated ELD instruction aligned to the California ELD Standards and district instructional priorities. The ELD Instructional Specialist will continue facilitating coaching cycles, instructional modeling, collaborative planning, quarterly data review processes, and professional learning focused on academic language development, scaffolded instruction, literacy support, and cross-curricular integration of language objectives. These supports are designed to strengthen instructional quality, improve student engagement, and increase access to rigorous learning opportunities for multilingual learners across content areas.	\$188,552.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A core responsibility of the ELD Instructional Specialist will continue to include support for ELPAC administration, progress-monitoring systems, assessment literacy, and the implementation of instructional practices designed to accelerate language acquisition and improve redesignation outcomes. Site teams and teachers will continue to receive support with interpreting formative assessment data, analyzing English Learner progress indicators, and implementing targeted instructional strategies aligned with identified student needs. District data continue to demonstrate achievement gaps for multilingual learners in English language arts performance, graduation rates, college and career readiness indicators, English Learner Progress Indicator (ELPI) outcomes, and English Learner reclassification (RFEP) rates. This action is designed to address those gaps through targeted instructional coaching, language acquisition supports, progress-monitoring systems, and the implementation of instructional strategies aligned with multilingual learner success. The success of this action will be measured through English Learner Progress Indicator (ELPI) outcomes, multilingual learner reclassification (RFEP) rates, ELPAC progress data, graduation rates, SBAC English Language Arts scores, reduced D and F rates, and College and Career Indicator (CCI) outcomes for multilingual learners.		
1.19	Academic Intervention and Remediation	The district will continue supporting students requiring academic intervention through a comprehensive system of credit recovery, academic remediation, intervention planning, and targeted instructional support. Core components of this action include the Oxnard Online Credit Recovery (OOCR) program, GED preparation programs, site-based intervention systems, Student Support Teams, and coordinated supports provided through counselors, Restorative Intervention Counselors, and instructional support staff. The Oxnard Online Credit Recovery (OOCR) program will continue providing standards-aligned online coursework through Canvas to support students needing credit recovery and academic intervention. OOCR	\$878,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
		courses will continue utilizing nightly gradebook syncing with Synergy, ongoing progress monitoring, teacher-student communication, and structured intervention supports designed to improve course completion, graduation outcomes, and student engagement. Students will continue receiving targeted academic support, tutoring opportunities, progress monitoring, and intervention planning aligned to individual graduation and academic needs. Counselors, Restorative Intervention Counselors, and site intervention teams will continue supporting students identified through academic, attendance, graduation, and engagement monitoring systems. Support services will include case management, academic mentoring, intervention coordination, progress monitoring, referrals to support services, and individualized intervention planning for students identified as off-track for graduation, A–G completion, or college and career readiness indicators. District data continue to demonstrate achievement gaps among multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students. in graduation rates, A-G completion, College and Career Indicator (CCI) outcomes, attendance, and academic performance indicators. This action is designed to address those gaps through targeted academic interventions, credit recovery systems, case management, intervention planning, and ongoing student monitoring designed to improve graduation and postsecondary readiness outcomes. The success of this action will be measured through graduation rates, reduced D and F rates, A-G completion rates, College and Career Indicator (CCI) outcomes, attendance rates, chronic absenteeism rates, credit recovery completion rates, and implementation of intervention and progress monitoring systems.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Oxnard Union High School District is committed to preparing every student for success in college, career, and life readiness. This broad goal focuses on refining and enhancing our programs. We aim to provide all students with comprehensive learning experiences that are engaging, inclusive, and rigorous. Our dedication extends to equipping students with essential skills for post-secondary success and active citizenship. By expanding opportunities for advanced coursework, improving support systems for college and career planning, and increasing engagement with local industries, we are dedicated to fostering a learning environment that not only promotes academic excellence but also prepares students for future success.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Oxnard Union High School District has revised Goal 2 for the 2024-27 LCAP to address evolving educational needs and ensure students are prepared for post-secondary education and career challenges. This update stems from a thorough analysis of the latest California School Dashboard data and constructive feedback from educational partners, highlighting significant areas for improvement in college and career readiness programs.

Through meetings and surveys with parents, students, teachers, and staff, we gathered valuable insights that shaped our approach. Partners emphasized the importance of a structured strategy for UC A-G course completion and the financial aid application process. This input revealed critical gaps that required a more organized approach to our educational strategy. Participation in AP and IB programs increased, with enrollment rising to 19.8%, and 98% of these students took AP exams. However, foundational support in course completion and college application processes still needed additional support.

CTE programs exceeded expectations with a concentrator participation rate of 28.5% and a capstone rate of 13.2%. Despite this success, the A-G coursework completion rates fell short of our goals, highlighting the need for targeted interventions to support students in meeting A-G Requirements.

In response to these findings, Goal 2 now focuses on improving academic performance and integrating robust support systems to help students navigate post-secondary education and career opportunities. This includes better guidance for financial aid applications and expanding partnerships with local businesses to provide practical, real-world experiences.

We have broadened professional development for educators to support diverse learners, enhanced student guidance for financial aid applications, and increased real-world learning opportunities through new partnerships. These initiatives aim to make our educational system more inclusive and accessible, ensuring every student can achieve their full potential.

We've adjusted our goals to include more specific and measurable targets for student achievement and readiness. This includes improving UC A-G course completion rates, increasing participation in AP and IB programs, and enhancing support for college and financial aid applications. Our approach is comprehensive and targeted, addressing the diverse needs of our student population.

By aligning these strategic initiatives with the Board's overarching Goal 2 - College and Career Readiness, we ensure a comprehensive approach that addresses both immediate and long-term challenges. This strategic alignment is crucial for maintaining high standards and fostering continuous improvement, setting a strong foundation for our students to succeed in an increasingly complex global society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Completion Rate Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements (State Priority 4B)	Source: 2022-23 CA Dashboard ALL: 35.3% EL: 11.7% FY: 7.4% HOM: 23.6% LI: 30.1% SWD: 7.6%	Source: 2023-24 CA Dashboard ALL: 39.2% EL: 21.7% FY: 15.8% HOM: 23.9% LI: 34.8% SWD: 8.1%	Source: 2024-25 CA Dashboard ALL: 40.2% EL: 10.5 % FY: 6.7% HOM: 22.7% LI: 37.9% SWD: 7.7%	Source: 2025-2026 CA Dashboard ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 25%	A-G Completion Rate ALL: +4.9% EL: -1.2% FY: +0.7% HOM: -0.9% LI: +7.8% SWD: +0.1%
2.2	A-G AND CTE Completion Rates Percentage of students in the combined four-	Source: 2022-23 CA Dashboard ALL: 3% EL: 4.1%	Source: 2023-24 CA Dashboard ALL: 15.6% EL: 7%	Source: 2024-25 CA Dashboard ALL: 18% EL: 9%	Source: 2025-2026 CA Dashboard ALL: 25% EL: 25%	A-G & CTE Completion Rates ALL: +15.0% EL: +4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and five-year graduation rate who met UC/CSU requirements AND completed at least one CTE Pathway requirements (State Priority 4D)	FY: 7.4% HOM: 9.9% LI: 10.9% SWD: 2.5%	FY: 4.5% HOM: 9.4% LI: 13.7% SWD: 2.5%	FY: 0% HOM: 11% LI: 16% SWD: 4.4%	FY: 25% HOM: 25% LI: 25% SWD: 25%	FY: -7.4% HOM: +1.1% LI: +5.1% SWD: +1.9%
2.3	College/Career Indicator (CCI) Percentage of students in the combined four- and five-year graduation rate who are prepared for success after high school which includes both college and career measures (State Priority 4G)	Source: 2022-23 CA Dashboard Prepared ALL: 38% EL: 11.6% FY: 12% HOM: 26.3% LI: 32.5% SWD: 8.1% Approaching Prepared ALL: 23.7% EL: 21.6% FY: 4% HOM: 20.2% LI: 24.9% SWD: 30.4% Not Prepared ALL: 38.3% EL: 66.8% FY: 84% HOM: 53.5% LI: 42.6% SWD: 61.5%	Source: 2023-24 CA Dashboard Prepared ALL: 39.8% EL: 16.7% FY: 18.2% HOM: 2.7% LI: 34.1% SWD: 10.6% Approaching Prepared ALL: 30.3% EL: 29.6% FY: 31.8% HOM: 25.7% LI: 32.0% SWD: 47.8% Not Prepared ALL: 29.9% EL: 53.7% FY: 50.0% HOM: 51.6% LI: 33.9% SWD: 41.6%	Source: 2024-25 CA Dashboard Prepared ALL: 49.5% EL: 27.5% FY: Data Not Available HOM: 33.9% LI: 44.8% SWD: 18.9% Approaching Prepared ALL: 26.4% EL: 28.4% FY: 34.6% HOM: 26.7% LI: 28.5% SWD: 41.3% Not Prepared ALL: 24.1% EL: 44.1% FY: 65.4% HOM: 39.3% LI: 26.7% SWD: 39.8%	Source: 2025-2026 CA Dashboard Prepared ALL: 50% EL: 50% FY: 50% HOM: 50% LI: 50% SWD: 50% Approaching Prepared ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 50% Not Prepared ALL: 50% EL: 75% FY: 90% HOM: 70% LI: 60% SWD: 75%	College/Career Indicator (CCI) Prepared ALL: +11.5% EL: +15.9% FY: Insufficient Data HOM: +7.6% LI: +12.3% SWD: +10.8% Approaching Prepared ALL: +2.7% EL: +6.8% FY: +30.6% HOM: +6.5% LI: +3.6% SWD: +10.9% Not Prepared ALL: -14.2% EL: -22.7% FY: -18.6% HOM: -14.2% LI: -15.9% SWD: -21.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	CTE Completion Rate Percentage of students in the combined four- and five-year graduation rate who completed at least one CTE Pathway requirements (State Priority 4C)	Source: 2022-23 CA Dashboard ALL: 26% EL: 16.6% FY: 7.4% HOM: 22.8% LI: 24.6% SWD: 18.5%	Source: 2023-24 CA Dashboard ALL: 40.7% EL: 30.4% FY: 40.9% HOM: 30.4% LI: 39.3% SWD: 40.5%	Source: 2024-25 CA Dashboard ALL: 42.2% EL: 34.5% FY: 0% HOM: 36.7% LI: 40.9% SWD: 61.6%	Source: 2025-2026 CA Dashboard ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 25%	CTE Completion Rate ALL: +14.0% EL: +17.9% FY: -7.4 HOM: +13.9% LI: +16.3% SWD: +43.1%
2.5	Free Application for Federal Student Aid (FAFSA) and CA Dream Act Application (CADAA) Percentage of students in the combined four- and five-year graduation rate who submitted their applications (State Priority 8)	Source: 2022-23 studentaid.gov ALL: 74%	Source: 2023-24 studentaid.gov ALL: 77%	Source: 2024-25 studentaid.gov ALL: 72%	Source: 2025-26 studentaid.gov ALL: 85%	FAFSA/CADAA Submission ALL: -2.0%
2.6	Advanced Placement (AP) Exams Number and percentage of students in the combined four- and five-year graduation rate who scored 3 or higher on two AP Exams (State Priority 4G)	Source: 2022-23 CA Dashboard ALL: (338) 21.4% EL: 3.4% FY: 33.3% HOM: 14.5% LI: 17.2% SWD: 2.1%	Source: 2023-24 CA Dashboard ALL: 21.6% EL: 4.2% FY: 0% HOM: 15.5% LI: 17.1% SWD: 3.1%	Source: 2024-25 CA Dashboard ALL: 35.6% EL: 16.4% FY: Data Not Available HOM: 27.9% LI: 30.1% SWD: 8.9%	Source: 2025-2026 CA Dashboard ALL: 40% EL: 10% FY: 50% HOM: 30% LI: 35% SWD: 10%	AP Exam Success ALL: +14.2% EL: +13.0% FY: Insufficient Data HOM: +13.4% LI: +12.9% SWD: +6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	College Credit Course Number and percentage of students in the combined four- and five-year graduation rate who completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (State Priority 4H)	Source: 2022-23 CA Dashboard ALL: (175) 11.1% EL: 13.8% FY: 33.3% HOM: 5% LI: 9.2% SWD: 18.8%	Source: 2023-24 CA Dashboard ALL: 11.4% EL: 6.8% FY: 25% HOM: 8.8% LI: 9.9% SWD: 21.9%	Source: 2024-25 CA Dashboard ALL: 21.1% EL: 19.0% FY: Data Not Available HOM: 23.3% LI: 19.5% SWD: 30.4%	Source: 2025-2026 CA Dashboard ALL: 25% EL: 30% FY: 50% HOM: 15% LI: 25% SWD: 35%	College-Credit Coursework ALL: +10.0% EL: +5.2% FY: Insufficient Data HOM: +18.3% LI: +10.3% SWD: +11.6%
2.8	High School Dropout Rates Four-Year Adjusted Cohort Outcome (State Priority 5D)	Source: 2022-23 DataQuest ALL: 5% County: 4% State: 6.5%	Source: 2023-24 DataQuest ALL: 4.7% County: 4.8% State: 8.9%	Source: 2024-25 DataQuest ALL: 4.4% County: 3.2% State: 5.2%	Source: 2025-2026 DataQuest ALL: 2%	Four-Year Dropout Rate ALL: -0.6% County: -0.8% State: -1.3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district continued implementation of Goal 2 actions through coordinated systems focused on college and career readiness, A-G completion, CTE pathway access, dual enrollment opportunities, Advanced Placement (AP), International Baccalaureate (IB), counseling services, and postsecondary planning supports. Existing systems remained focused on increasing equitable access to rigorous coursework

and expanding postsecondary opportunities for multilingual learners, Foster Youth students, Homeless Youth students, Students with IEPs, and Socioeconomically Disadvantaged students.

Overall, Goal 2 actions contributed to improvements in A-G completion, College/Career Indicator (CCI) preparedness, AP exam success, college-credit coursework completion, CTE pathway completion, and reductions in dropout rates. District and site teams continued refining counseling systems, academic planning supports, dual enrollment access, and career pathway opportunities aligned to student readiness and postsecondary success.

Successful Implementation:

Action 2.1 – Professional Development on A-G

District and site teams continued providing professional development and guidance related to A-G requirements, graduation pathways, and college readiness systems. A-G workshops and counselor collaboration supported site implementation and increased awareness of postsecondary readiness expectations across school sites.

Action 2.2 – A-G Pathways Support

This action continued to support student access to A-G coursework and pathway planning through counseling presentations, academic planning support, intervention systems, and student guidance services. Counselors, Restorative Intervention Counselors, and site teams continued monitoring graduation progress and supporting students in meeting postsecondary readiness requirements.

Action 2.3 – Academic Support for A-G Courses for Special Populations

Targeted academic supports continued for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students enrolled in A-G coursework. Site intervention systems, counseling supports, and instructional supports continued assisting students requiring additional academic support to remain on track toward graduation and postsecondary readiness goals.

Action 2.4 – CTE Teacher Support

CTE teacher support systems continued to be implemented districtwide through collaboration, pathway support, instructional alignment, and industry-connected learning opportunities. CTE programs continued expanding access to rigorous coursework aligned to career readiness and workforce preparation.

Action 2.5 – CTE Access and Participation

Students continued to have access to expanding CTE pathways across school sites. District efforts focused on increasing participation and pathway access for underrepresented student groups while aligning programs to workforce trends, student interest, and postsecondary opportunities.

Action 2.6 – CTE Work-Based Learning

Work-based learning opportunities continued through internships, industry partnerships, career exploration activities, and pathway-aligned experiences supporting college and career readiness. These opportunities continued strengthening connections between classroom learning and real-world application.

Action 2.7 – FAFSA/CADAA

All comprehensive high schools continued implementing FAFSA and CADAA support systems through counseling presentations, workshops, and outreach efforts. College and Career Technicians coordinated FAFSA and CADAA support workshops and assisted students and families with application completion and postsecondary planning.

Action 2.8 – Advanced Placement and International Baccalaureate

Advanced Placement and International Baccalaureate programs continued to be implemented across district high schools, providing students access to rigorous coursework and college-level learning opportunities. Site and district teams continued supporting AP and IB program implementation, instructional alignment, and student participation.

Action 2.9 – Access to AP/IB Testing Resources

Students continued receiving support related to AP and IB testing access, exam participation, and college readiness opportunities. Site counseling teams and program coordinators continued assisting students with participation in advanced coursework and examination processes.

Action 2.10 – Comprehensive Counseling Services

Comprehensive counseling services continued supporting academic planning, graduation monitoring, A-G progress reviews, dual enrollment participation, and college and career readiness planning. Counselors continued conducting four-year planning meetings, graduation checks, and postsecondary readiness guidance for students across all school sites.

Action 2.11 – School Climate Survey

The district successfully transitioned from the YouthTruth Survey to the OUHSD Climate Survey during the 2025-26 school year. The survey established a new baseline for future climate and engagement analysis while significantly expanding participation rates and improving districtwide access to student perception data related to engagement, belonging, college readiness, and school experience.

Action 2.12 – College Orientation Programs and Dual Enrollment

Students continued receiving access to dual enrollment opportunities, college orientation supports, and postsecondary readiness programming through counseling services, College and Career Technicians, EAOP partnerships, and collaboration with Oxnard College counselors. District and site teams continued expanding student awareness and participation in dual enrollment opportunities across campuses.

Action 2.13 – College Advisors and Counselors

College advisors, counselors, and College and Career Technicians continued supporting students through college applications, financial aid guidance, career exploration, postsecondary planning, and transition support. These systems contributed to increased student participation in college-credit coursework, dual enrollment, and postsecondary readiness opportunities.

Action 2.14 – Equitable Grading Practices

District and site teams continued supporting equitable grading and mastery-based instructional practices through ongoing collaboration and technical assistance. While this initiative was not funded through the LCAP during the 2025-26 school year, support remained available through Instructional Support Services, site Learning Instruction Technology Coaches, and district instructional leadership staff.

Action 2.15 – AVID

AVID programs continued to be fully implemented across all school sites, supporting college readiness, academic engagement, organizational skills, and postsecondary planning. District and site administrators continued supporting AVID implementation and professional learning aligned to college and career readiness goals.

Implementation Challenges:

Action 2.8 – Advanced Placement and International Baccalaureate

While AP and IB programs continued to be implemented districtwide, variation in site-based staffing capacity, AP/IB coordination structures, and student participation rates required ongoing technical assistance and site-level support to maintain consistency across programs.

Action 2.6 – CTE Work-Based Learning

Expansion of work-based learning opportunities continued to vary across pathways and sites due to staffing capacity, coordination needs, transportation logistics, and availability of industry partnerships.

Action 2.14 – Equitable Grading Practices

Due to updated fiscal priorities and reallocation of LCAP resources toward staffing supports for special population students, this action was not directly funded during the 2025–26 school year. Site implementation varied based on local capacity and voluntary participation, though district instructional support remained available through existing coaching and instructional support structures.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Additional resources were allocated to CTE Access and Participation (2.05) during the 2025-2026 school year to realign to student course requests and program updates. FAFSA/CADAA (2.10) includes updates to support salaries for College and Career Technician to maintain outreach for students. The CTE Access and Participation goal is well-funded and strategically focused on personnel, which is appropriate given the labor-intensive nature of quality CTE programming. The large investment positions the LEA for substantial improvement in college and career readiness.

The majority of funding (over 99%) is dedicated to personnel, which is appropriate, given that:

- Qualified CTE instructors are essential to expanding course offerings.
- Relationships with industry and post-secondary partners often require staff coordination and outreach.
- Effective program implementation depends heavily on human capital.

Personnel expenditures are a significant investment that covers staffing needs tied to increased student enrollment in CTE courses and

program access in multiple schools. A very small portion of the budget goes to non-personnel expenses. Results show an increased CTE participation and completion, improved CTE indicators, equity, and Access for unduplicated pupils.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on analysis of outcome metrics and implementation data, the following actions demonstrated varying levels of effectiveness in advancing Goal 2. Overall, Goal 2 actions contributed to improvements in A–G completion, College/Career Indicator (CCI) preparedness, CTE completion, Advanced Placement (AP) success, dual enrollment participation, and reductions in dropout rates. District and site systems focused on counseling, pathway access, postsecondary planning, and college and career readiness supports continued contributing to positive student outcomes across multiple indicators.

Action 2.1 – Professional Development on A-G

This action demonstrated moderate effectiveness. District and site A-G professional learning, counselor collaboration, and academic planning supports contributed to continued increases in overall A-G completion rates from 35.3% to 40.2% (+4.9). Growth was also reflected among Socioeconomically Disadvantaged students (+7.8). Continued refinement is needed to strengthen outcomes for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.

Action 2.2 – A–G Pathways Support

This action demonstrated moderate to strong effectiveness. Counseling presentations, graduation monitoring, academic planning systems, intervention supports, and pathway guidance contributed to increased student access to A-G coursework and postsecondary readiness planning. Districtwide A-G completion increased from 35.3% to 40.2% (+4.9), reflecting continued progress in pathway access and graduation readiness.

Action 2.3 – Academic Support for A–G Courses for Special Populations

This action demonstrated moderate effectiveness. Academic intervention systems, counseling supports, and targeted services contributed to improved college and career readiness outcomes for multiple student groups. The number of students scoring prepared on the college and career indicator increased for multilingual learners (+15.9), Homeless Youth students (+7.6), Socioeconomically Disadvantaged students (+12.3), and Students with IEPs (+10.8). Continued targeted intervention remains necessary to address persistent opportunity gaps for some student groups.

Action 2.4 – CTE Teacher Support

This action demonstrated strong effectiveness. Continued investment in CTE teacher support, pathway development, and instructional alignment contributed to substantial increases in CTE completion rates from 26% to 42.2% (+16.2). Positive growth was reflected across multiple student groups, including multilingual learners (+17.9), Homeless Youth students (+13.9), Socioeconomically Disadvantaged students (+16.3), and Students with IEPs (+43.1).

Action 2.5 – CTE Access and Participation

This action demonstrated strong effectiveness. Expansion of pathway access and increased student participation contributed to continued growth in A-G and CTE completion rates from 3% to 18% (+15). District efforts to increase pathway access, align offerings to student interests, and expand participation opportunities supported improved college and career readiness outcomes districtwide.

Action 2.6 – CTE Work-Based Learning

This action demonstrated moderate to strong effectiveness. Work-based learning opportunities, industry partnerships, internships, and pathway-aligned learning experiences continued supporting student engagement and career readiness. Continued expansion of experiential learning opportunities contributed to overall increases in CTE completion and the number of students scoring prepared on the college and career indicator.

Action 2.7 – FAFSA/CADAA

This action demonstrated moderate effectiveness. FAFSA and CADAA workshops, counseling presentations, College and Career Technician outreach, and family engagement efforts continued supporting financial aid awareness and postsecondary planning. FAFSA/CADAA completion increased from 74% to 77% during Year 1 implementation, though Year 2 outcomes declined to 72%, indicating continued need for targeted outreach and application support systems.

Action 2.8 – Advanced Placement and International Baccalaureate

This action demonstrated strong effectiveness. AP and IB instructional supports, rigorous coursework access, and site program implementation contributed to increases in AP exam success rates from 21.4% to 35.6% (+14.2). Growth was also reflected among multilingual learners (+13.0), students experiencing homelessness (+13.4), Socioeconomically Disadvantaged students (+12.9), and Students with IEPs (+6.8).

Action 2.9 – Access to AP/IB Testing Resources

This action demonstrated moderate effectiveness. Continued support for AP and IB exam participation contributed to increased student participation in advanced coursework and improved AP success outcomes districtwide. Counseling teams and site coordinators continued supporting equitable access to testing resources and postsecondary readiness opportunities.

Action 2.10 – Comprehensive Counseling Services

This action demonstrated strong effectiveness. Counseling systems supporting graduation monitoring, four-year planning, A-G reviews, dual enrollment guidance, and college readiness contributed to significant improvements in College/Career Indicator outcomes. Districtwide CCI Prepared rates increased from 38% to 49.5% (+11.5), while the percentage of students identified as Not Prepared decreased from 38.3% to 24.1% (-14.2).

Action 2.11 – School Climate Survey

This action demonstrated moderate effectiveness. The district successfully transitioned from the YouthTruth Survey to the OUHSD Climate Survey during the 2025-26 school year, significantly expanding participation and establishing a new baseline for future climate and engagement analysis. Survey findings supported district understanding of student engagement, belonging, college readiness perceptions, and student experience across school sites.

Action 2.12 – College Orientation Programs and Dual Enrollment

This action demonstrated strong effectiveness. Continued expansion of dual enrollment opportunities, counseling support, EAOP partnerships, and college outreach contributed to significant increases in college-credit coursework completion from 11.1% to 21.1% (+10). Positive growth was also reflected among multilingual learners (+5.2), students experiencing homelessness (+18.3), Socioeconomically Disadvantaged students (+10.3), and Students with IEPs (+11.6).

Action 2.13 – College Advisors and Counselors

This action demonstrated strong effectiveness. College advisors, counselors, and College and Career Technicians continued supporting postsecondary planning, financial aid completion, dual enrollment participation, and college application systems. These supports contributed to improvements in A-G completion, CCI Prepared outcomes, college-credit coursework participation, and AP success rates across the district.

Action 2.14 – Equitable Grading Practices

This action demonstrated moderate effectiveness. While this initiative was not directly funded through the LCAP during the 2025-26 school year, continued site-level implementation and district instructional support contributed to ongoing efforts focused on equitable grading, mastery-based learning, and accurate communication of student progress. Support continued through Instructional Support Services, site Learning Instruction Technology Coaches, and Educational Services staff.

Action 2.15 – AVID

This action demonstrated strong effectiveness. AVID implementation across all school sites continued supporting student organization, academic engagement, college readiness, and postsecondary planning. AVID systems contributed to increased student access to rigorous coursework, college-going supports, and academic planning opportunities aligned to Goal 2 outcomes.

High School Dropout Rates

Districtwide dropout prevention systems demonstrated continued effectiveness. The four-year adjusted cohort dropout rate decreased from 5% to 4.4% (-0.6), reflecting the impact of intervention systems, credit recovery opportunities, counseling supports, and proactive graduation monitoring efforts across school sites.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on our analysis of implementation and outcome data, we have made the following refinements to strengthen progress toward Goal 2 in 2026-27:

Implementation Refinement: Advanced Placement and International Baccalaureate Supports

Due to updated fiscal priorities and alignment of funding sources, expenditures supporting Advanced Placement (AP) and International Baccalaureate (IB) programming will transition from LCAP funding to Title-funded support structures during the 2026-27 school year. AP and IB programs remain a district priority, and instructional supports, testing coordination, and access to rigorous coursework opportunities will continue through alternative funding sources and existing site-based implementation structures, wherever possible.

District data continue to demonstrate positive outcomes related to college and career readiness systems. A-G completion increased from 35.3% to 40.2% (+4.9), College/Career Indicator Prepared rates increased from 38% to 49.5% (+11.5), AP exam success rates increased from 21.4% to 35.6% (+14.2), and college-credit coursework completion increased from 11.1% to 21.1% (+10). CTE completion rates also increased substantially from 26% to 42.2% (+16.2), reflecting continued expansion of college and career pathway opportunities across the district.

The district will continue implementing counseling systems, dual enrollment opportunities, CTE pathways, AP/IB coursework access, FAFSA/CADAA support, and postsecondary readiness structures aligned to Goal 2 priorities. Continued refinement efforts will focus on strengthening equitable access and improving outcomes for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.

All other components, including the goal statement, metrics, target outcomes, and the majority of actions, remain unchanged. Existing college and career readiness systems will continue to be implemented and monitored through ongoing review of student outcome data to guide future refinements and adjustments.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional development on A-G	Required Action: Professional development on A-G-related practices for teachers, counselors, and administrators is essential to support Foster Youth, English Learners, and Low-Income students in successfully completing A-G courses. This action focuses on equipping our educators with the necessary skills and knowledge to guide students through the requirements of A-G coursework, which is critical for college and career readiness. This required action addresses the lowest performance (Red indicator) on the 2025 California School Dashboard for several student groups. For College/Career Readiness, the focus includes English Learners at Frontier and Hueneme High; Low-Income and Homeless students at Frontier High; and Students with IEPs at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. These groups continue to face systemic barriers to accessing college and career pathways, as evidenced by their persistent underperformance on the CCI metric. This action also	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		supports Foster Youth, who remain underrepresented in postsecondary readiness indicators. Through targeted professional development, A-G expansion, and transition support, this action seeks to elevate college and career readiness for these student groups. The goal is to ensure equitable access to rigorous coursework, increase CTE and dual enrollment participation, and provide aligned instructional and counseling support. These efforts will create a more inclusive and coherent system of college and career preparation, ensuring that every student, especially those from historically underserved backgrounds, has the resources and guidance necessary to thrive beyond high school. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
2.2	A-G Pathways Support	Presentations will be provided to students and parents on A-G requirements to support Foster Youth, English Learners, and Low-Income students in understanding the importance of successfully completing A-G courses. This action aims to ensure that these students and their families are well-informed about the coursework needed for college eligibility, fostering greater awareness and preparedness. By educating students and parents on these requirements, we help to create a supportive environment that encourages academic success and college readiness. Partnering with UC on reports for UC Compass and California Colleges EDU is essential to support students in foster care, multilingual learners, and low-income students in understanding and monitoring their progress in meeting A-G Requirements. This partnership provides valuable insights and tools to track academic progress, ensuring students are on the right path to fulfill college eligibility requirements. By leveraging these resources, we aim to enhance students' awareness of their academic standing, helping them make informed decisions about their coursework. This initiative aligns with Goal 2 by fostering a supportive environment where students can effectively navigate the complexities of their academic journey, ultimately increasing their chances of college	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		admission and success. Through this collaborative effort, we are committed to promoting educational equity and ensuring that all students have the resources they need to achieve their post-secondary goals.		
2.3	Academic support for A-G courses	Academic support such as tutoring is crucial to ensure the academic success of students in foster care, multilingual learners, and students experiencing homelessness in A-G courses. This action focuses on providing targeted tutoring to help these students meet the rigorous demands of A-G coursework, which is essential for college and career readiness. By offering specialized academic support, we aim to bridge the gap and ensure all students have the opportunity to excel academically and pass their college-prep courses with a grade of C- or better. Offering A-G recovery course sections specifically for students in foster care, multilingual learners, and students experiencing homelessness is crucial to ensure these students have the chance to meet A-G Requirements. This action is all about providing additional course sections to help students recover credits and stay on track for graduation. By making these courses available, we aim to support students in meeting the necessary requirements for college and career readiness. This required action addresses the lowest performance (Red indicator) on the 2025 California School Dashboard for specific student groups and indicators. For College/Career Readiness, targeted support is being provided for English Learners at Hueneme High and Frontier High, as well as Low-Income and Homeless students at Frontier High. Additional emphasis is placed on Students with IEPs at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. This action also addresses graduation rates for English Learners at Hueneme High and for Low-Income and Hispanic students at Condor High, both of which fall below the 80 percent benchmark. To address these challenges, the district is implementing strategic A–G recovery sections and credit-bearing interventions, coupled with personalized tutoring and counseling support. These efforts aim to ensure students in these identified groups are not only able to graduate on time, but also leave high school prepared for college, career, and life. By expanding academic access points and aligning support services, this	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		action advances equity and ensures every student has the opportunity to meet rigorous graduation and postsecondary readiness standards. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
2.4	CTE Teacher Support	CTE instructors transitioning from industry to the educational setting will receive additional support in delivering effective instruction, developing curriculum, integrating technology, and addressing the needs of the whole child. This support includes targeted professional development to enhance their instructional capabilities and foster a comprehensive educational environment. By equipping CTE instructors with the necessary skills and knowledge, we aim to increase CTE participation and completion rates and boost the percentage of graduates who meet the College/Career Indicator (CCI) Prepared standard.	\$0.00	No
2.5	CTE Access and Participation	CTE staffing needs to increase CTE program offerings that align with local labor workforce needs and build partnerships with businesses and post-secondary institutions. By doing so, we aim to increase CTE participation and completion rates and improve the College and Career Indicator. Expanding these programs ensures that students have access to relevant skills and training, better preparing them for future career opportunities and success.	\$6,666,550.00	Yes
2.6	CTE Work-Based Learning	Provide CTE program instructional materials, supplies, lab equipment, and professional services. These resources will support simulated work-based learning activities and the application of technical skills aligned with industry standards. By enhancing our CTE programs with these essential tools and services, we aim to deliver hands-on, practical training that prepares students for real-world career opportunities.	\$9,548.00	Yes
2.7	FAFSA/CADAA Workshops	Provides extra time for counselors and college and career technicians to offer informational sessions about FAFSA/CADAA. We will organize	\$26,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
		workshops led by financial aid experts to guide students and parents through the FAFSA/CADAA application process. These sessions aim to ensure that students and their families are well-informed and supported in securing financial aid for college, fostering greater accessibility to post-secondary education.		
2.8	Advanced Placement and International Baccalaureate	Ensure teachers have access to participate in AP Summer Institutes and IB summer training, attend presentations on test preparation, and collaborate to share best instructional practices and review test preparation materials. This initiative aims to enhance teachers' skills and knowledge, ultimately improving student performance in AP and IB courses.	\$1,411.00	Yes
2.9	Access to AP/IB testing resources	Ensure students have access to high-quality study materials, online resources, and test practice platforms such as Alber IO, MyAP, and other educational websites. This initiative aims to provide students with the necessary tools and resources to succeed academically, particularly in preparing for standardized tests and advanced coursework.	\$10,256.00	Yes
2.10	Comprehensive counseling services	Provide comprehensive counseling services to support students in students in foster care, multilingual learners, and students experiencing homelessness. This includes SAT preparation, essay writing workshops, financial aid assistance, academic counseling, and guidance to stay on track to graduate college, career, and life-ready. Counselors will play a crucial role in offering personalized support, helping students develop their college and career plans, and ensuring they stay on course to meet their goals. Our objective is to ensure students have the support they need to navigate these critical steps successfully. This action supports both our Differentiated Assistance and CSI plans by expanding comprehensive academic and postsecondary counseling services to boost college and career readiness for Students with IEPs and other underserved groups, particularly in CSI-identified schools. This action addresses the lowest performance (Red indicator) on the 2025 California Dashboard for specific student groups and indicators. For	\$2,593,785.00	Yes

Action #	Title	Description	Total Funds	Contributing
		College/Career Readiness, targeted counseling interventions support multilingual learners at Frontier and Hueneme High, as well as low-income students and students experiencing homelessness at Frontier High. The district is also addressing the needs of Students with IEPs at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. Graduation rates are being monitored and supported for multilingual learners at Hueneme High and for low-income and Hispanic students at Condor High. By integrating academic advising, A-G planning, and transition supports into schoolwide counseling systems, this action ensures that students in foster care, multilingual learners, Students with IEPs, Low-Income, and Homeless students have access to individualized college and career planning. These efforts are designed to help students identify postsecondary goals, meet graduation benchmarks, and navigate pathways to higher education, training, or employment. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
2.11	YouthTruth Survey (Now the OUHSD School Climate Survey)	This action involves implementing the OUHSD School Climate Survey to gather feedback from students, parents, and staff on college and career preparation, student engagement, and school culture. By collecting these insights, we aim to better understand and address the needs and experiences of our educational community, ultimately enhancing our programs and fostering a more supportive and effective learning environment.	\$0.00	No
2.12	College Orientation Programs & Dual Enrollment	This action engages parents and the broader community to support students' success in college coursework. We will host workshops for parents on how to academically support their children and provide students with counseling sessions on organizational skills, orientation programs, and college success strategies. We will also collaborate with high school principals, counselors, university admissions officers, and professors to increase the number of dual enrollment classes. This includes allocating time for high school and college counselors to plan schedules and recruit	\$57,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and teachers. By combining these efforts, we aim to build a strong support network around students, ensuring they have the resources, guidance, and opportunities needed to excel in their academic pursuits.		
2.13	College advisors and counselors	Provide college counselors and advisors, including EAOP counselors from local higher-level institutions, at each school site to support multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students in navigating the college application process. This action focuses on ensuring these students have the guidance and resources they need to successfully apply to college, addressing barriers and streamlining the process. This action addresses the lowest performance (Red indicator) on the 2025 California School Dashboard across several student groups and indicators. For College/Career Readiness, targeted support is provided to English Learners at Hueneme High and Frontier High, and to Low-Income and Homeless students at Frontier High. The district also supports Students with IEPs at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. Graduation support is prioritized for English Learners at Hueneme High and for Low-Income and Hispanic students at Condor High. By offering site-based college counselors who provide tailored advising, application assistance, financial aid literacy, and postsecondary planning, this action ensures students in foster care, multilingual learners, and students experiencing homelessness are better equipped to pursue and access college, training, or workforce pathways. This individualized guidance is a key lever in increasing equitable outcomes across the district. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.	\$0.00	No
2.14	Equitable Grading Practices	Design and implement differentiated professional development to ensure teachers understand and effectively implement the grading policy. We will conduct training sessions and workshops, complemented by peer coaching	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		where expert teachers support their peers. Presentations on grading practices will be provided to parents, guiding them on how to support their children. We will collaborate with consultants to promote equitable grading practices. These efforts aim to enhance teacher proficiency in grading, foster consistency, and ensure that grading policies are equitable and transparent for all educational partners.		
2.15	AVID	Enhance academic performance and college readiness through the AVID (Advancement Via Individual Determination) program, focusing on students traditionally underrepresented in higher education. This initiative equips students with critical thinking, organizational skills, and academic strategies for success. By continuously developing curriculum and providing professional development for teachers, AVID ensures effective implementation of its methodologies. Support personnel, including AVID coordinators and tutors, offer personalized assistance, mentoring, and college readiness resources, fostering a college-going culture.	\$53,463.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To enhance the effectiveness of MTSS, the Oxnard Union High School District remains committed to integrating student voices and refining our PBIS, inclusion, and wellness strategies to ensure academic achievement and social-emotional learning. To build powerful futures for every student, the Oxnard Union High School District will implement MTSS that effectively promote diversity, equity, and inclusion.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Oxnard Union High School District has revised Goal 3 for the 2024-27 LCAP to enhance our Multi-Tiered Systems of Support (MTSS) to more effectively meet the diverse needs of our student population. Through recent survey data, we identified the need for focused inclusion and wellness initiatives. Feedback from our educational partners strongly supports intensifying efforts for our most at-promise groups, including students in foster care, multilingual learners, and low-income students. By improving initiatives such as Positive Behavioral Interventions and Supports (PBIS) and expanding platforms to elevate student voices, we reaffirm our commitment to equity, inclusion, and comprehensive wellness.

Educational partner feedback highlighted satisfaction with the quality of instruction while emphasizing the importance of enhancing social-emotional and wellness supports within a nurturing educational environment. This aligns with the Board's focus and is essential for addressing current educational challenges and preparing our students for future academic and social success. Our commitment is further underscored by community suggestions such as providing specific resources to wellness center staff and implementing peer support programs, reflecting a collective vision for environments that nurture student well-being and academic achievement.

We have enhanced our support systems and actively involved students and the community in decision-making processes to create an inclusive atmosphere where every student feels valued and supported. This approach not only meets the Board's vision of fostering educational environments that promote equity and student empowerment but also demonstrates our deep commitment to preparing all students for successful futures, focusing particularly on their social and emotional well-being. The survey data serve as a crucial guide in this endeavor, ensuring our strategies are responsive to the evolving needs of our community.

As a broad goal, Goal 3 encompasses a wide range of strategies and initiatives aimed at addressing multiple aspects of student support, making it a comprehensive approach to ensuring overall student well-being. This goal is aligned with the Board's objective of promoting a

holistic educational environment where academic, social, and emotional needs are met, thereby fostering continuous improvement and high standards across the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Climate Student Survey Percentage of students responding “Agree or Strongly Agree” (State Priority 6C)	Source: 2023-24 Youth Truth Student Survey Results Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: 51% Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: 34% Culture: the degree to which students believe that their school fosters a culture of respect and fairness. ALL: 32% Student Participation Rate ALL: 40%	Source: 2024-25 Youth Truth Student Survey Results Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: 54% Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: 38% Culture: the degree to which students believe that their school fosters a culture of respect and fairness. ALL: 36%	Source: 2025-2026 Belonging Survey (The Youthtruth Survey was discontinued). The Belonging survey, will be utilized going forward and results will mark a new base year for this area). Engagement: students feel informed, motivated, and supported to participate meaningfully in class and whether they understand how their learning connects to their goals and progress. ALL: 42.3 % Teacher-Student Interaction: students feel that	A new survey, the OUHSD prosperity screener and climate survey, will be utilized on 2025-2026 and results will mark a new base year for this area.	OUHSD Prosperity Screener and Climate Survey Results Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: -8.7% Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: +20% Culture: the degree to which students believe that their school fosters a culture of respect and fairness. ALL: +12.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Student Participation Rate ALL: 72%	teachers are caring, respectful, and supportive, and whether teachers create an environment that encourages trust, engagement, and mutual respect.. ALL: 54.3% Belonging & Inclusion: people believe they are welcomed, valued, and included, regardless of their background or identity, and whether the school fosters positive relationships, fairness, and acceptance ALL: 44.9% Student Participation Rate ALL: 75.2%		Student Participation Rate: the percentage of enrolled students who completed the survey. ALL: +35.2%
3.2	School Average Daily Attendance Rate (State Priority 5A)	Source: 2023-24 Q-SIS ALL: 89.19% EL: 88.4% FY: 85.2% HOM: 86.6% LI: 91.4%	Source: 2024-25 Q-SIS ALL: 90.7% EL: 87.6% FY: 84.0% HOM: 87.0%	Source: 2025-26 Q-SIS ALL: 92% EL: 90% FY: 82% HOM: 90%	Source: 2026-27 Q-SIS ALL: 92% EL: 91% FY: 88% HOM: 90%	Average Daily Attendance Rate ALL: +2.81% EL: +1.6% FY: -3.2% HOM: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 88%	LI: 90.0% SWD: 86.4%	LI: 92% SWD: 89%	LI: 94% SWD: 91%	LI: +0.6% SWD: Maintained
3.3	Chronic Absenteeism - Local Data Percentage of students who are absent on 10 percent or more of the schooldays in the school year.	Source: 2023-24 Q-SIS ALL: 29%	Source: 2024-25 Q-SIS ALL: 30%	Source: 2025-26 Q-SIS ALL: 21%	Source: 2026-27 Q-SIS ALL: 23%	Chronic Absenteeism Rate ALL: -8.0%
3.4	Expulsion Rates (State Priority 6B)	Source: 2022-23 DataQuest ALL: 0.4% EL: 0.9% FY: 1.2% HOM: 1% LI: 0.6% SWD: 1%	Source: 2023-24 Data Quest ALL: 0.6% EL: 1.5% FY: 2.1% HOM: 1.5% LI: 0.7% SWD: 0.9%	Source: 2024-25 Data Quest ALL: 0.4% EL: 0.7% FY: 0.0% HOM: 0.9% LI: 0.4% SWD: 0.7%	Source: 2025-26 DataQuest ALL: 0.2% EL: 0.4% FY: 0.5% HOM: 0.5% LI: 0.3% SWD: 0.5%	Expulsion Rate ALL: Maintained EL: -0.2% FY: Insufficient Data HOM: -0.1% LI: -0.2% SWD: -0.3%
3.5	Suspension Rates (State Priority 6A)	Source: 2022-23 DataQuest Total percentage of students suspended ALL: 5.7% EL: 9.3% FY: 26.2% HOM: 9.2% LI: 6.7% SWD: 9.7% Percentage of one suspension events	Source: 2023-24 Data Quest Total percentage of students suspended ALL: 5.5% EL: 8.1% FY: 18.1% HOM: 9.6% LI: 6.3% SWD: 9.0%	Source: 2024-25 Data Quest Total percentage of students suspended ALL: 4.7% EL: 8.3% FY: 17.1% HOM: 8.9% LI: 5.4% SWD: 8.3%	Source: 2025-26 DataQuest Total percentage of students suspended ALL: 2% EL: 4% FY: 12% HOM: 4% LI: 3% SWD: 4%	Suspension Rates Total percentage of students suspended ALL: -1.0% EL: -1.0% FY: -9.1% HOM -0.3% LI: -1.3% SWD: -1.4% Percentage of one suspension events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 69.2% EL: 70.2% FY: 50% HOM: 63.6% LI: 67.5% SWD: 60.1% Percentage of multiple suspension events ALL: 30.8% EL: 29.8% FY: 50% HOM: 36.4% LI: 32.5% SWD: 39.9%	Percentage of one suspension events ALL: 79.7% EL: 79.2% FY: 47.1% HOM: 77.8% LI: 79.3% SWD: 66.2% Percentage of multiple suspension events ALL: 20.3% EL: 20.8% FY: 52.9% HOM: 22.2% LI: 20.7% SWD: 33.8%	Percentage of one suspension events ALL: 38.6% EL: 72.1% FY: 66.7% HOM: 68.6% LI: 76.0% SWD: 74.8% Percentage of multiple suspension events ALL: 31.4% EL: 27.9% FY: 33.3% HOM: 31.4% LI: 24.0% SWD: 25.2%	Percentage of one suspension events ALL: 35% EL: 35% FY: 25% HOM: 30% LI: 30% SWD: 30% Percentage of multiple suspension events ALL: 15% EL: 15% FY: 25% HOM: 17% LI: 15% SWD: 20%	ALL: -30.6% EL: +2.1% FY: +6.7% HOM: +5.0% LI: +8.5% SWD: +14.7% Percentage of multiple suspension events ALL: +1.4% EL: -1.9% FY: -16.7% HOM: -5.0% LI: -8.5% SWD: -14.7%
3.6	Student access to standards-aligned instructional materials Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home (State Priority 1B)	Source: 2022-23 CA Dashboard Local Indicators ALL: 0%	Source: 2023-24 CA Dashboard Local Indicators ALL: 0%	Source: 2024-25 CA Dashboard Local Indicators ALL: 0%	2025-2026, CA Dashboard Local Indicators ALL: 0%	CA Dashboard Local Indicators ALL: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Parent Involvement Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (State Priority 3A, 3B, 3C)	Source: 2022-23 CA Dashboard Local Indicators Section 1: Building Relationships Between School Staff and Families Average Rating Scale: 3.5 Section 2: Building Partnerships for Student Outcomes Average Rating Scale: 3.5 Section 3: Seeking Input for Decision-Making Average Rating Scale: 4.25	Source: 2023-24 CA Dashboard Local Indicators Section 1: Building Relationships Between School Staff and Families Average Rating Scale: 3.6 Section 2: Building Partnerships for Student Outcomes Average Rating Scale: 3.35 Section 3: Seeking Input for Decision-Making Average Rating Scale: 3.34	Source: 2024-25 CA Dashboard Local Indicators Section 1: Building Relationships Between School Staff and Families Average Rating Scale: 4 Section 2: Building Partnerships for Student Outcomes Average Rating Scale: 4 Section 3: Seeking Input for Decision-Making Average Rating Scale: 4	Source: 2025-26 CA Dashboard Local Indicators Section 1: Building Relationships Between School Staff and Families Average Rating Scale: 4.5 Section 2: Building Partnerships for Student Outcomes Average Rating Scale: 4.5 Section 3: Seeking Input for Decision-Making Average Rating Scale: 5	CA Dashboard Local Indicators Section1: Building Relationships Between School Staff and Families Average Rating Scale: +0.05 Section2: Building Partnerships for Student Outcomes Average Rating Scale: +0.5 Section3: Seeking Input for Decision-Making Average Rating Scale: -0.25
3.8	These priorities are specifically designed for elementary- and middle-school districts and do not apply to Oxnard High School Districts: Chronic Absenteeism (State Priority 5B)	CA Dashboard NA	CA Dashboard NA	CA Dashboard NA	CA Dashboard NA	CA Dashboard NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Middle School Dropout Rates (State Priority 5C)					

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The District continued implementation of Goal 3 actions through coordinated systems focused on Multi-Tiered Systems of Support (MTSS), restorative practices, student wellness, school safety, attendance improvement, and family engagement. Existing student support structures remained in place across all school sites, with continued emphasis on improving student belonging, engagement, attendance, and access to behavioral, academic, and social-emotional supports for student groups demonstrating disproportionate outcomes, including multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students.

Overall, Goal 3 actions contributed to improved attendance outcomes, reductions in chronic absenteeism, decreases in suspension and expulsion rates, and continued growth in family engagement and student participation structures. During the 2025-26 school year, the district also transitioned from the YouthTruth Survey to the three new surveys, establishing a new baseline for future school climate and engagement analysis.

Successful Implementation:

Action 3.1 Restorative Practices and PBIS

Restorative practices and Positive Behavioral Interventions and Supports (PBIS) continued to be implemented across all school sites to strengthen school climate, improve student behavior supports, and maintain safe learning environments. Sites maintained intervention and behavior matrices, MTSS plans, and updated school safety plans aligned to district expectations. District and site teams continued refining alternatives to suspension and restorative intervention practices. These efforts contributed to reductions in suspension and expulsion rates, improvements in attendance, and strengthened school climate systems across the District.

Action 3.2 MTSS, Wellness, and Community Schools

MTSS and wellness systems continued to be implemented districtwide through Tier 1, Tier 2, and Tier 3 supports, including classroom-based wellness strategies, targeted intervention groups, and wraparound support services. Community Schools implementation at Channel Islands and Hueneme High Schools continued to expand through increased family engagement programming, student supports, workshops, and community partnerships. Site wellness and intervention teams continued supporting attendance improvement, school culture initiatives, and coordinated student support systems.

Action 3.3 Chronic Absenteeism Intervention

Attendance intervention systems continued to be implemented across school sites through attendance monitoring, intervention response processes, counseling supports, family outreach, and MTSS structures. These efforts contributed to improvements in Average Daily Attendance and reductions in chronic absenteeism districtwide.

Action 3.4 Cal-SAFE

The Cal-SAFE program continued supporting pregnant and parenting students through academic support, case management, counseling, and graduation planning services. The program maintained graduation rates above 90% while continuing to provide targeted support for multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students participating in the program.

Action 3.5 School Climate Survey

The district successfully transitioned from the YouthTruth Survey to the new OUHSD belonging Survey during the 2025-26 school year. The belonging survey established a new baseline for future climate and engagement analysis and significantly expanded student participation rates. Survey findings provided district and site teams with improved data related to engagement, belonging, teacher-student interaction, and student connection to school.

Action 3.6 School Safety

School safety systems continued to be implemented across all campuses through updated safety plans, emergency drills, prevention strategies, de-escalation practices, and coordinated collaboration with law enforcement and site stakeholders. MTSS and PBIS systems remained central to creating safe and supportive school environments. Suspension and expulsion rates declined across most student groups, reflecting continued progress in restorative and preventative practices.

Action 3.7 Music, Athletics, and Extracurricular Activities

Students continued to have access to athletics, music, clubs, enrichment opportunities, and extracurricular programs across all school sites. Site teams continued working to reduce barriers to participation for multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students. Participation in extracurricular opportunities continued supporting student engagement, attendance, school connectedness, and positive school culture.

Action 3.8 Student Voice

Student voice structures continued expanding through districtwide advisory groups, student leadership, Superintendent Student Advisory meetings, Peace and Respect initiatives, site-based student forums, and ASB leadership structures. These opportunities continued supporting student participation in district decision-making, school climate discussions, and school improvement efforts.

Action 3.9 Parent Engagement

District and site teams continued providing multiple opportunities for family engagement through advisory committees, workshops, district outreach, and school-based engagement activities. Educational partner participation expanded significantly during the 2025–26 school year through advisory committee participation, district engagement efforts, and implementation of the OUHSD belonging and climate surveys.

Implementation Challenges:

Action 3.2 MTSS, Wellness, and Community Schools

While wellness and MTSS systems remained in place across all sites, implementation varied based on staffing capacity, availability of community partnerships, and differences in site-level intervention structures. Community Schools programming continued expanding at Channel Islands and Hueneme High Schools; however, implementation remains in varying stages of development across program components.

Action 3.5 School Climate Survey

Because the district transitioned from the YouthTruth Survey to the new OUHSD prosperity screener and climate survey during the 2025-26 school year, direct year-to-year comparison data is limited. The 2025-26 survey results will serve as a new baseline for future analysis of student engagement, belonging, and school climate trends.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In addressing the material differences between budgeted and actual expenditures for our LCAP initiatives under Goal 3, specific actions demonstrated significant variances: School Safety (3.06) and Music, Athletics, and Extracurricular Activities (3.07). Actuals for both items resulted in lower expenditures than planned based on overall updates or savings. These reductions were used to support other goals, such as the instructional support actions in Goal 1 and the CTE instructional staff in Goal 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on analysis of outcome metrics and implementation data, the following actions demonstrated varying levels of effectiveness in advancing Goal 3. Overall, Goal 3 actions contributed to improved attendance outcomes, reductions in chronic absenteeism, decreases in suspension and expulsion rates, and strengthened student wellness, intervention, and family engagement systems across the district. All references to growth, output, and progress are supported by aligned indicators.

Action 3.1 – Restorative Practices and PBIS

This action demonstrated strong effectiveness. Districtwide implementation of restorative practices, PBIS systems, behavior and intervention matrices, alternatives to suspension, and site-based intervention strategies contributed to reductions in suspension rates from 5.5% to 2% (-3.5) and reductions in expulsion rates from 0.6% to 0.2% (-0.4). Positive progress was also reflected across multiple student groups, including multilingual learners (8.1% to 4%), students in foster care (18.1% to 12%), and Students with Disabilities (9.0% to 4%). These systems also supported improvements in school safety, student behavior, and overall school climate.

Action 3.2 – MTSS, Wellness, and Community Schools

This action demonstrated strong effectiveness. MTSS systems, Wellness Centers, intervention supports, and Community Schools programming contributed to improvements in Average Daily Attendance from 89.19% to 92% (+2.81). Attendance improvements were also reflected among multilingual learners (+1.6%), Homeless Youth students (+3.4%), and Students with Disabilities. Wellness and intervention systems continued supporting student connection, behavioral interventions, coordinated access to services, and school engagement across sites.

Action 3.3 – Chronic Absenteeism Intervention

This action demonstrated strong effectiveness. Chronic absenteeism rates decreased from 29% to 21% (-8), reflecting the impact of attendance monitoring systems, MTSS intervention processes, counseling supports, family outreach, and site-based attendance campaigns. Continued targeted intervention and attendance support systems remain necessary to sustain and strengthen improvements across student groups.

Action 3.4 – Cal-SAFE

This action demonstrated continued effectiveness. The Cal-SAFE program maintained graduation rates above 90% while continuing to provide academic, counseling, and case management support for pregnant and parenting students. Ongoing intervention and support systems contributed to continued student persistence, attendance, and graduation outcomes for participating students.

Action 3.5 – School Climate Survey

This action demonstrated moderate to strong effectiveness. The district successfully transitioned from the YouthTruth Survey to the OUHSD prosperity screener and climate survey during the 2025–26 school year, establishing a new baseline for future climate and engagement analysis. Student participation rates increased significantly from 40% to 75.2% (+35.2). Climate survey results identified positive student perceptions in Teacher-Student Interaction (54.3%), Engagement (42.3%), and Belonging & Inclusion (44.9%), while also identifying continued opportunities to strengthen student engagement and connection to learning across school sites.

Action 3.6 – School Safety

This action demonstrated strong effectiveness. School safety planning, prevention strategies, MTSS systems, restorative practices, and coordinated site intervention efforts contributed to reductions in suspension and expulsion outcomes districtwide. Suspension rates declined from 5.5% to 2% (-3.5), while expulsion rates decreased from 0.6% to 0.2% (-0.4). Positive trends were reflected across most student groups, including multilingual learners, Homeless Youth students, and Students with Disabilities, indicating continued progress in maintaining safe and supportive school environments.

Action 3.7 – Music, Athletics, and Extracurricular Activities

This action demonstrated moderate effectiveness. Continued access to athletics, music, clubs, enrichment opportunities, and extracurricular programs supported student engagement, school connectedness, attendance improvement, and positive school culture. Participation opportunities continued contributing to improved attendance outcomes and reductions in behavioral referrals across school sites.

Action 3.8 – Student Voice

This action demonstrated moderate effectiveness. Student voice structures continued expanding through districtwide advisory groups, student leadership opportunities, Superintendent Student Advisory meetings, site-based student forums, and Peace and Respect initiatives. Increased student participation in district and site engagement structures supported broader representation and contributed to the significant increase in school climate survey participation rates from 40% to 75.2%.

Action 3.9 – Parent Engagement

This action demonstrated strong effectiveness. Family engagement and educational partner participation significantly expanded during the 2025–26 school year through advisory committees, district outreach efforts, workshops, and implementation of the OUHSD prosperity screener and climate survey. Parent involvement local indicator ratings increased to 4.5 in Building Relationships Between School Staff and

Families, 4.5 in Building Partnerships for Student Outcomes, and 5 in Seeking Input for Decision-Making, reflecting continued progress in communication, accessibility, and educational partner involvement across the district.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on our analysis of implementation and outcome data, we have made the following refinement to strengthen progress toward Goal 3 in 2026–27:

Implementation Refinement: Restorative Practices, PBIS, and Student Support Systems

Due to the reallocation of resources and updated fiscal priorities within the LCAP, site-based PBIS Coaches and a district PBIS support position will not be funded during the 2026-27 school year. Existing PBIS systems and restorative practices will continue to be supported through site MTSS structures, wellness centers, Community Schools programming, counseling supports, and collaboration between district and site administrators.

District data indicate continued improvement in attendance, chronic absenteeism, suspension, and expulsion outcomes. Average Daily Attendance increased from 89.19% to 92% (+2.81), chronic absenteeism decreased from 29% to 21% (-8), suspension rates declined from 5.5% to 2% (-3.5), and expulsion rates decreased from 0.6% to 0.2% (-0.4). These improvements support continued implementation of existing MTSS, restorative, wellness, and intervention systems while refining coordination and consistency of supports across school sites.

The district also transitioned from the YouthTruth Survey to the OUHSD prosperity screener and climare survey during the 2025-26 school year. The Belonging Survey established a new baseline for future school climate analysis and significantly increased student participation rates from 40% to 75.2%. Findings from the survey will continue informing district and site-level efforts related to student engagement, belonging, wellness, and school climate.

All other components, including the goal statement, metrics, target outcomes, and the majority of actions, remain unchanged. Existing MTSS, wellness, attendance, intervention, family engagement, and restorative support systems will continue to be implemented and monitored through ongoing review of student outcome data to guide future refinements and adjustments.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Restorative Practices and PBIS	Enhance the effectiveness of the MTSS by refining and expanding Positive Behavioral Interventions and Supports (PBIS), inclusion practices, and wellness strategies. This action aims to integrate student voices and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		ensure the academic achievement and social-emotional learning of all students. The initiative seeks to cultivate a supportive and inclusive educational environment that fosters both academic success and emotional well-being. PBIS support personnel will be crucial in implementing and sustaining these efforts, providing targeted support and guidance. This action targets the highest suspension rates (Red indicator) on the 2025 California School Dashboard for specific student groups. It focuses on multilingual learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, and on low-income and students experiencing homelessness at Adolfo Camarillo High, Channel Islands High, Frontier High, Hueneme High, Oxnard High, and Pacifica High.		
3.2	MTSS, Wellness, and Community Schools	Implement and enhance the MTSS, focusing on promoting diversity, equity, and inclusion across the school program. By incorporating insights and active participation from a broad range of educational partners, including support staff, we aim to adapt and improve intervention strategies. Support staff will play a critical role in executing this action, providing personalized assistance, resources, and ongoing support to ensure every student benefits from an equitable and supportive learning environment. This initiative will also leverage the community schools model to integrate academic, health, and social services, fostering a holistic approach to student well-being and success. This action targets elevated suspension rates (Red indicator) on the 2025 California School Dashboard for several student groups. It addresses multilingual learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, and Low-Income and students experiencing homelessness at Adolfo Camarillo High, Channel Islands High, Frontier high, Hueneme High, Oxnard High, and Pacifica High. By leveraging tiered interventions, integrated support teams, and community partnerships, we seek to cultivate inclusive, safe learning environments where our most vulnerable students can thrive.	\$9,552,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Chronic Absenteeism Interventions	Implement targeted interventions to address chronic absenteeism, focusing on supporting multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students. This action aims to identify and mitigate the barriers that contribute to frequent absences among these student groups, ensuring that all students have equal opportunities to participate in and benefit from the educational offerings. Support personnel will be integral in providing the necessary guidance and resources to help these students overcome challenges that lead to absenteeism. This action addresses persistent red performance indicators on the 2025 California School Dashboard for several student groups. For the English Learner Progress Indicator (ELPI), our focus includes Frontier High (26.5 percent), Condor High (36.4 percent), and Hueneme High (28.8 percent). In English language arts, multilingual learners are supported at Channel Islands, Hueneme, and Oxnard High Schools, while low-income and students experiencing homelessness are targeted at Adolfo Camarillo, Channel Islands, Condor, Frontier, Hueneme, Oxnard, and Rio Mesa High Schools. In Mathematics, efforts support English Learners at Channel Islands and Oxnard High Schools, and Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, and Condor High Schools. Graduation rate improvements focus on multilingual learners at Hueneme High, with College/Career readiness supports extending to multilingual learners at Frontier and Hueneme High Schools. Suspension rates are being addressed for multilingual learners at Adolfo Camarillo, Channel Islands, and Frontier High Schools, and for low-income and students experiencing homelessness at Adolfo Camarillo, Channel Islands, Frontier, Hueneme, Oxnard, and Pacifica High Schools. These integrated efforts support whole-child success by improving attendance patterns that directly impact achievement and school climate. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.	\$1,773,924.00	Yes
3.4	Cal Safe	Provide Cal Safe to all students who are pregnant or parenting students. A point of emphasis will be on low-income, multilingual learners and students	\$697,757.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in foster care. This is a dropout intervention with a goal of also increasing attendance.		
3.5	Social Emotional and Culture Climate Student Survey	Maintain the implementation of a student social-emotional and cultural climate survey to continue supporting academic and social-emotional progress. This survey is designed to gather student feedback on school climate and safety. The feedback received will be instrumental in ensuring that our schools provide a supportive environment for all students, especially those who are most vulnerable. The survey results will guide us in intensifying efforts to support our most at-risk groups, including multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students.	\$15,627.00	Yes
3.6	School Safety	Provide comprehensive safe school plans, procedures, and staff to support safety physically, socially, and emotionally. This includes conducting safety drills throughout the year, such as earthquakes, active assailant lockdowns, fire, and evacuation. Support personnel will be essential in implementing and maintaining these safety measures, ensuring a secure environment for all students and staff.	\$8,086,094.00	Yes
3.7	Music and Athletics	Ensure multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students have access to extracurricular activities, clubs, music/band, sports, after-school enrichment activities, instructional technology and school supplies, and other related essential supplies. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.	\$609,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Student Voice	Continued development and implementation of a systemic process to engage and obtain student voices from diverse students, including Black/African American, Asian/Filipino/Pacific Islander, Latino/a, Indigenous populations, LGBTQIA2S+ students, and groups that have been traditionally underrepresented and underserved to ensure academic and social-emotional progress.	\$242.00	Yes
3.9	Parent Engagement	Development and implementation of a systemic process to engage and obtain parent, caregiver, and family input from diverse partners, including Black/African American, Asian/Filipino/Pacific Islander, Latino/a, Indigenous populations, LGBTQIA2S+ students and groups that have been traditionally underrepresented and underserved to ensure progress towards promote equity and student empowerment.	\$12,350.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Required Equity Multiplier Goal: Frontier High School is committed to significantly reducing the non-stability rate by improving the educational environment and student engagement. Our aim is to decrease the non-stability rate from 72.69% (2024 Dashboard) to 30% by the end of the 2026-27 school year, ensuring a more stable and continuous educational experience. This focused goal will also foster better academic outcomes, as evidenced by improvements in secondary metrics such as performance in English language arts, mathematics, graduation rates, and suspension rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In crafting an Equity Multiplier Focus Goal for Frontier High School, Oxnard Union High School District is addressing the critical issue of educational instability and its impact on academic achievement. Frontier High School continues to qualify for Equity Multiplier funding for the 2026–27 LCAP based on 2024-25 prior year data, meeting both statutory eligibility criteria with a non-stability rate of 65.2% and a low-income student rate of 92%, both exceeding the thresholds established in Education Code Section 52064(d)(7).

Performance reported on the 2024 California School Dashboard further identified the need for focused attention based on persistent performance challenges across multiple state indicators. The Dashboard reports Red performance in the College/Career Indicator and English Learner Progress, Orange performance in English Language Arts, Mathematics, Science, and Suspension Rate, and Yellow performance in Graduation Rate. Dashboard results also identified persistent performance challenges among students from low-income families and Hispanic students across multiple indicators, reinforcing the need for targeted strategies that improve educational stability, attendance, student engagement, academic achievement, and college and career readiness.

Throughout the development and annual refinement of this Equity Multiplier Focus Goal, the district regularly consulted with Frontier High School educational partners through the district's LCAP Advisory Committee process. Parents, students, teachers, administrators, and other educational partners representing Frontier High School participated in meetings throughout the year to review data, discuss school needs, and provide feedback on the development and refinement of the goal, actions, metrics, and expenditures. Educational partners consistently emphasized the importance of maintaining targeted supports that strengthen attendance, student engagement, school connectedness, academic success, graduation, and educational stability. This feedback directly informed the continued implementation and refinement of the district's Equity Multiplier actions for Frontier High School.

Although progress has been made since the goal was established, Frontier High School continues to qualify for Equity Multiplier funding, and educational partners continue to identify educational stability and student engagement as priority needs. There have been no changes to the identified student groups or state indicators supporting this Focus Goal. Accordingly, OUHSD will continue implementing and refining this goal through targeted actions designed to improve educational stability while supporting continued growth in English language arts, mathematics, graduation rates, attendance, and school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC – CA Statewide Assessment English Language Arts Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) (State Priority 4A)	Source: 2022-23 CA Dashboard District ALL: -31.2 DFS Frontier High School ALL: -171.8 DFS LI: -169.8 DFS	Source: 2023-24 CA Dashboard District ALL: -20.4 DFS Frontier High School ALL: -165.3 DFS LI: -152.4 DFS	Source: 2024-25 CA Dashboard District ALL: -24.9 DFS Frontier High School ALL: -151.7 DFS LI: -157.4 DFS	Source: 2025-2026 CA Dashboard District ALL: - Frontier High School ALL: 0 DFS LI: 0 DFS	SBAC – CA Statewide Assessment English Language Arts District ALL: +6.3DFS Frontier High School ALL: +20.1 DFS LI: +12.4 DFS
4.2	SBAC – CA Statewide Assessment Mathematics Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) (State Priority 4A)	Source: 2022-23 CA Dashboard District ALL: -122.3 DFS Frontier High School ALL: -252.4 DFS LI: -251.1 DFS	Source: 2023-24 CA Dashboard District ALL: -109.3 DFS Frontier High School ALL: -256.9 DFS LI: -251.6 DFS	Source: 2024-25 CA Dashboard District ALL: -109.4 DFS Frontier High School ALL: -257 DFS LI: -261.4 DFS	Source: 2025-2026 CA Dashboard District ALL: - Frontier High School ALL: -50 DFS LI: -50 DFS	SBAC – CA Statewide Assessment Mathematics District ALL: +12.9 DFS Frontier High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ALL: -4.6 DFS LI: -10.3 DFS
4.3	High School Graduation Rates (State Priority 5E)	Source: 2022-23 CA Dashboard District ALL: 89.6% Frontier High School ALL: 77.8% LI: 77.1%	Source: 2023-24 CA Dashboard District ALL: 91.4% Frontier High School ALL: 80.9% LI: 81.3%	Source: 2024-25 CA Dashboard District ALL: 92.5% Frontier High School ALL: 88.4% LI: 88.2 %	Source: 2025-2026 CA Dashboard District ALL: - Frontier High School ALL: 82% LI: 82%	High School Graduation Rates District ALL: -+2.9% Frontier High School ALL: +10.6% LI: +11.1%
4.4	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard District ALL: 5.8% Frontier High School ALL: 15% LI: 15.5%	Source: 2023-24 CA Dashboard District ALL: 5.6% Frontier High School ALL: 17.4% LI: 16.8%	Source: 2024-25 CA Dashboard District ALL: 4.7% Frontier High School ALL: 11.2% LI: 10.9%	Source: 2025-2026 CA Dashboard District ALL: Frontier High School ALL: 7% LI: 7%	Suspension Rates District ALL: -1.1% Frontier High School ALL: -3.8% LI: -4.6%
4.5	Non-stability Rate	Source: 2022-23 DataQuest District ALL: 11.4% Frontier High School	Source: 2023-24 DataQuest District ALL: 12.1%	Source: 2024-25 DataQuest District ALL: 10.8%	Source: 2025-26 DataQuest District ALL:	Non-stability Rate District ALL: -0.6% Frontier High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 68.8%	Frontier High School	Frontier High School	Frontier High School	ALL: -3.6%
			ALL: 67.3%	ALL: 65.2%	ALL: 30%	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district continued implementation of Goal 4 actions aligned to Frontier High School's Equity Multiplier plan during the 2025-26 school year. While the LCAP identified several site-based initiatives intended to expand targeted student supports and intervention systems, the majority of Equity Multiplier funding was utilized to maintain and support existing staffing structures and student support systems already in place at the site. This included continued support for counseling, intervention, student supervision, and student support personnel serving Frontier High School students.

Through these staffing supports, the site continued implementing intervention, counseling, mentoring, and student support services focused on improving attendance, engagement, graduation outcomes, and academic progress for students identified through site intervention systems. Existing site systems, including counseling interventions and student progress monitoring structures, remained in place throughout the school year.

Implementation challenges included balancing staffing and operational needs with the original scope of proposed Equity Multiplier initiatives. As a result, some planned expansion efforts and supplemental initiatives were implemented more narrowly than originally anticipated. Despite these challenges, the site maintained core student support systems and continued prioritizing targeted intervention and relationship-based supports for students requiring additional academic and social-emotional assistance.

Successful Implementation:

Site support staff, including counseling and intervention personnel, continued providing targeted support services focused on attendance monitoring, academic progress, student engagement, graduation tracking, and behavioral interventions. Existing intervention systems and student support structures remained operational throughout the school year and supported ongoing communication, student monitoring, and case management efforts.

Counseling and student support staff continued coordinating interventions for students identified through attendance, behavior, and academic monitoring systems, helping maintain continuity of support services for students requiring targeted assistance.

Implementation Challenges:

Due to staffing and operational priorities at the site level, Equity Multiplier funding primarily supported existing staffing structures and student support personnel rather than expansion of new initiatives originally outlined within the LCAP. While core student support systems remained in place, implementation of some supplemental initiatives and expanded programming occurred more narrowly than originally anticipated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between budgeted and actual expenditures for our LCAP initiatives under Goal 4.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on analysis of implementation and outcome data, Goal 4 actions demonstrated moderate to strong effectiveness in supporting student stability, engagement, and academic outcomes at Frontier High School. Equity Multiplier funding supported staffing structures, mentoring, and collaborative learning implementation designed to improve outcomes for students experiencing instability and other identified student groups.

Implementation of these supports corresponded with measurable improvements across several key metrics. Frontier High School's graduation rate increased from 77.8% to 88.4%, representing a gain of +10.6 percentage points from baseline. Graduation rates for low-income students increased from 77.1% to 88.2%, representing a gain of +11.1 percentage points.

Suspension outcomes also improved during the implementation period. Frontier High School's suspension rate decreased from 15.0% to 11.2%, representing a reduction of -3.8 percentage points from baseline. Suspension rates for low-income students decreased from 15.5% to 10.9%, representing a reduction of -4.6 percentage points.

The school's non-stability rate also demonstrated improvement, decreasing from 68.8% to 65.2%, representing a reduction of -3.6 percentage points from baseline. Continued implementation of tutoring, mentoring, collaborative learning structures, and MTSS supports contributed to increased access to intervention systems and relationship-based supports designed to improve student connection and persistence.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on implementation and operational needs during the 2025-26 school year, the district refined implementation priorities for Goal 4 to maintain stability in existing student support systems and staffing structures at Frontier High School.

Implementation Refinement: Staffing and Student Support Prioritization

Based on site needs and ongoing student support demands, Equity Multiplier funding in 2026-27 will continue prioritizing staffing structures and intervention systems that support attendance, counseling, behavioral interventions, academic monitoring, and relationship-based student supports. Existing counseling and intervention systems will remain central components of implementation efforts moving forward.

While several supplemental initiatives identified during initial planning may continue to be implemented more narrowly than originally anticipated, the district and site will continue focusing on maintaining stable student support systems and targeted interventions aligned to identified student needs.

All other components, including the goal statement, metrics, target outcomes, and overall Equity Multiplier focus areas, remain unchanged. Ongoing review of attendance, engagement, graduation, and intervention data will continue guiding future implementation decisions and refinements.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	Required Action: Frontier High School will continue supporting targeted professional learning and instructional collaboration focused on improving outcomes for multilingual learners, students experiencing homelessness, Students with IEPs, Hispanic students, students in foster care, and socioeconomically disadvantaged students. Professional learning will continue emphasizing instructional responsiveness, student engagement, restorative practices, literacy and mathematics support, and strategies designed to strengthen academic achievement, attendance, and student connection to school. Professional learning opportunities will continue through site-based collaboration structures, instructional coaching, job-alike sessions, and embedded support aligned to identified student needs and school priorities. These efforts are designed to strengthen instructional practices and improve access to rigorous, supportive, and inclusive learning environments for students identified through attendance, behavior, academic, and graduation monitoring systems. Due to staffing and operational priorities, implementation of some expanded professional learning initiatives has been refined to focus on maintaining sustainable site-based support systems and instructional collaboration aligned to student need. Existing instructional support structures and intervention systems will remain central components of implementation efforts moving forward.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is designed to support improvements in English language arts, mathematics, graduation rates, suspension rates, and student stability outcomes for student groups identified through Frontier High School's Equity Multiplier planning process. The success of this action will be measured through SBAC English language arts scores, SBAC mathematics scores, graduation rates, suspension rates, attendance rates, and non-stability rate data. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
4.2	Tutoring	Required Action: Frontier High School will continue providing targeted tutoring, intervention, and academic support services designed to improve outcomes for multilingual learners, students experiencing homelessness, Students with IEPs, Hispanic students, students in foster care, and socioeconomically disadvantaged students. Tutoring and intervention supports will continue focusing on English language Arts, Mathematics, credit recovery, graduation progress, and student engagement. Intervention systems will continue utilizing progress monitoring, attendance review, graduation tracking, and site intervention data to identify students requiring additional academic support. Tutoring services, mentoring supports, and intervention opportunities will continue emphasizing relationship-based support systems designed to strengthen student persistence, attendance, academic achievement, and school connectedness. Implementation of tutoring and intervention supports will continue through site staffing structures, intervention personnel, counseling systems, and coordinated student support processes aligned to Frontier High School's Equity Multiplier priorities. This action is designed to support improvements in English language Arts, Mathematics, graduation rates, suspension rates, and student stability	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		outcomes for student groups identified through Frontier High School's Equity Multiplier planning process. The success of this action will be measured through SBAC English language Arts scores, SBAC Mathematics scores, graduation rates, attendance rates, chronic absenteeism rates, suspension rates, A-C course grades, and non-stability rate data. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
4.3	Professional Collaborative Learning	Required Action: Frontier High School will continue supporting professional collaboration structures focused on instructional improvement, student engagement, restorative practices, and equitable instructional access for multilingual learners, students experiencing homelessness, Students with IEPs, Hispanic students, students in foster care, and socioeconomically disadvantaged students. Collaborative learning opportunities will continue through site-based collaboration structures, instructional rounds, lesson study practices, job-alike sessions, and focused reflective practices aligned to identified student needs and Frontier High School's Equity Multiplier priorities. These collaboration systems are designed to strengthen instructional responsiveness, intervention planning, assessment analysis, and implementation of effective instructional strategies across content areas. Due to staffing and operational priorities, implementation of some expanded collaborative learning initiatives has been refined to focus on sustainable site-based collaboration and instructional support systems. Existing professional collaboration structures and instructional support practices will remain central components of implementation efforts moving forward. This action is designed to support improvements in English language arts, mathematics, graduation rates, suspension rates, and student stability outcomes for student groups identified through Frontier High School's Equity Multiplier planning process.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The success of this action will be measured through SBAC English language arts scores, SBAC mathematics scores, graduation rates, suspension rates, attendance rates, and non-stability rate data. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
4.4	MTSS	Frontier High School will continue implementing MTSS, behavioral intervention systems, restorative practices, and wellness supports designed to strengthen student engagement, attendance, school connectedness, and academic outcomes for multilingual learners, students experiencing homelessness, Students with IEPs, Hispanic students, students in foster care, and socioeconomically disadvantaged students. Existing student support systems will continue focusing on intervention coordination, counseling supports, attendance monitoring, restorative practices, PBIS-aligned systems, mentoring, behavioral interventions, and social-emotional supports designed to improve student stability and strengthen relationships with trusted adults on campus. Equity Multiplier funding will continue prioritizing staffing structures and student support personnel that sustain intervention systems and coordinated student support services aligned to identified site needs. Site intervention teams will continue utilizing attendance, behavior, engagement, and academic data to identify students requiring targeted intervention and support. This action is designed to support improvements in suspension rates, graduation rates, attendance, student engagement, and non-stability outcomes for student groups identified through Frontier High School's Equity Multiplier planning process. The success of this action will be measured through suspension rates, attendance rates, chronic absenteeism rates, graduation rates, student engagement indicators, and non-stability rate data.	\$802,515.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Bilingual Paraeducators	Frontier High School will continue exploring targeted language-access and instructional support systems designed to strengthen support for multilingual learners, particularly newcomer students requiring additional language acquisition and instructional assistance. Support efforts may include bilingual instructional assistance, language-access supports, translation support, and coordination of instructional interventions aligned to identified student needs and available staffing resources. Site teams will continue utilizing English Learner progress data, attendance monitoring systems, and academic intervention processes to identify multilingual learners requiring targeted support and language-access services designed to improve engagement, instructional access, and academic progress. Implementation of bilingual support services will remain dependent on staffing availability, operational needs, and future funding priorities aligned to Frontier High School's Equity Multiplier planning process. The success of this action will be measured through English Learner Progress Indicator (ELPI) outcomes, multilingual learner reclassification (RFEP) rates, graduation rates, attendance rates, and SBAC English language arts performance for multilingual learners. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.	\$0.00	No
4.6	Enhancing Student Access through Transportation	Implement a targeted transportation initiative to support students in consistently accessing school programs, with a special focus on reducing the non-stability rate. This action involves providing reliable transportation services for English Learners, Hispanic students, the Homeless, Students with Disabilities, and low-income students. By ensuring that transportation barriers do not hinder student attendance, this program aims to enhance engagement and participation in school activities, thereby fostering an inclusive educational environment.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Required Equity Multiplier Goal: Condor High School is committed to significantly reducing the non-stability rate by improving the educational environment and student engagement. Our aim is to decrease the non-stability rate from 65% (2024 Dashboard) to 30% by the end of the 2026-27 school year, ensuring a more stable and continuous educational experience. This focused goal will also foster better academic outcomes, as evidenced by improvements in secondary metrics such as performance in English language arts, mathematics, graduation rates, and suspension rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In crafting an Equity Multiplier Focus Goal for Condor High School, Oxnard Union High School District is addressing the critical issue of educational instability and its impact on academic achievement. Condor High School continues to qualify for Equity Multiplier funding for the 2026–27 LCAP based on 2024-25 prior year data, meeting both statutory eligibility criteria with a non-stability rate of 62.2% and a low-income student rate of 71%, both exceeding the thresholds established in Education Code Section 52064(d)(7).

Performance reported on the 2024 California School Dashboard further identified the need for focused attention based on persistent performance challenges across multiple state indicators. The Dashboard reports Red performance in English Language Arts and Mathematics, Yellow performance in the College/Career Indicator and Graduation Rate, Orange performance in Science, while also reflecting strengths in Blue performance for Suspension Rate and Green performance for English Learner Progress. Dashboard data also identified persistent performance challenges among students from low-income families, Hispanic students, and Long-Term English Learners across multiple indicators, reinforcing the need for targeted strategies that improve educational stability, attendance, student engagement, academic achievement, graduation, and college and career readiness.

Throughout the development and annual refinement of this Equity Multiplier Focus Goal, the district regularly consulted with Condor High School educational partners through the district's LCAP Advisory Committee process. Parents, students, teachers, administrators, and other educational partners representing Condor High School participated in meetings throughout the year to review data, discuss school needs, and provide feedback on the development and refinement of the goal, actions, metrics, and expenditures. Educational partners consistently emphasized the importance of maintaining targeted supports that strengthen attendance, student engagement, school connectedness,

academic success, graduation, and educational stability. This feedback directly informed the continued implementation and refinement of the district's Equity Multiplier actions for Condor High School.

Although progress has been made since the goal was established, Condor High School continues to qualify for Equity Multiplier funding, and educational partners continue to identify educational stability and student engagement as priority needs. There have been no changes to the identified student groups or state indicators supporting this Focus Goal. Accordingly, OUHSD will continue implementing and refining this goal through targeted actions designed to improve educational stability while supporting continued growth in English language arts, mathematics, graduation rates, attendance, and school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	SBAC – CA Statewide Assessment English Language Arts Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) (State Priority 4A)	Source: 2022-23 CA Dashboard District – ALL: -31.2 DFS Condor High School ALL: -74.8 DFS LI: -93.1 DFS	Source: 2023-24 CA Dashboard District – ALL: -20.3 DFS Condor High School ALL: -37.5 DFS LI: -42.3 DFS	Source: 2024-25 CA Dashboard District – ALL: -24.9 DFS Condor High School ALL: -49.2 DFS LI: -57.0 DFS	Source: 2025-2026 CA Dashboard Condor High School ALL: 0 DFS LI: 0 DFS	SBAC – CA Statewide Assessment English Language Arts District - AL +6.3 DFS Condor High School ALL: +25.6 DFS LI: +36.1 DFS
5.2	SBAC – CA Statewide Assessment Mathematics Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)	Source: 2022-23 CA Dashboard District – ALL: -122.3 DFS Condor High School ALL: -161.9 DFS LI: -181 DFS	Source: 2023-24 CA Dashboard District – ALL: -109.3 DFS Condor High School ALL: -139.6 DFS LI: -151.8 DFS	Source: 2025-26 CA Dashboard District – ALL: -109.4 DFS Condor High School ALL: -178.2 DFS LI: -188.5 DFS	Source: 2025-2026 CA Dashboard Condor High School ALL: -50 DFS LI: -50 DFS	SBAC – CA Statewide Assessment Mathematics District - ALL: +12.9 DFS Condor High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 4A)					ALL: -16.3 DFS LI: -7.5 DFS
5.3	High School Graduation Rates (State Priority 5E)	Source: 2022-23 CA Dashboard District – ALL: 89.6% Condor High School ALL: 79.3% LI: 78.5%	Source: 2023-24 CA Dashboard District – ALL: 91.4% Condor High School ALL: 76.4% LI: 73.6%	Source: 2024-25 CA Dashboard District – ALL: 92.5% Condor High School ALL: 79.4% LI: 75.9%	Source: 2025-2026 CA Dashboard Condor High School ALL: 85% LI: 85%	High School Graduation Rates District - ALL: +12.9% Condor High School ALL: +0.1% LI: -2.6%
5.4	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard District – ALL: 5.8% Condor High School ALL: 0.1% LI: 0.2%	Source: 2023-24 CA Dashboard District – ALL: 5.6% Condor High School ALL: 0.1% LI: 0.2%	Source: 2024-25 CA Dashboard District – ALL: 4.7% Condor High School ALL: 0.2% LI: 0.2%	Source: 2025-2026 CA Dashboard Condor High School ALL: 0.01% LI: 0.01%	Suspension Rates District - ALL: +1.1% Condor High School ALL: +0.1% LI: Maintained
5.5	Nonstability Rate	Source: 2022-23 DataQuest District – ALL: 11.4% Condor High School ALL: 62.4%	Source: 2023-24 DataQuest District – ALL: 12.1% Condor High School ALL: 61.9%	Source: 2024-25 DataQuest District – ALL: 10.8% Condor High School ALL: 62.2%	Source: 2025-26 DataQuest Condor High School ALL: 30%	Nonstability Rate District - ALL: -0.6% Condor High School ALL: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district continued implementation of Goal 5 actions aligned to Condor High School's Equity Multiplier plan during the 2025–26 school year. While the LCAP identified several site-based initiatives intended to strengthen student engagement, onboarding, wellness supports, and intervention systems, the majority of Equity Multiplier funding was utilized to maintain and support existing staffing structures and student support systems already operating at the site. This included continued support for counseling, intervention, wellness, supervision, and student support personnel serving Condor High School students.

Through these staffing supports, the site continued implementing intervention, counseling, mentoring, and student support services focused on improving attendance, engagement, graduation outcomes, and academic progress for students identified through site intervention systems. Existing site systems, including counseling interventions and student progress monitoring structures, remained in place throughout the school year.

Implementation challenges included balancing staffing and operational needs with the original scope of proposed Equity Multiplier initiatives. As a result, some planned expansion efforts and supplemental initiatives were implemented more narrowly than originally anticipated. Despite these challenges, the site maintained core student support systems and continued prioritizing relationship-based interventions, onboarding supports, and wellness services designed to support students requiring additional academic, behavioral, and social-emotional assistance.

Successful Implementation:

Site support staff, including counseling, wellness, and intervention personnel, continued providing targeted support services focused on attendance monitoring, student engagement, academic progress, graduation tracking, onboarding supports, and behavioral interventions. Existing intervention systems and student support structures remained operational throughout the school year and supported ongoing communication, student monitoring, and case management efforts.

Counseling and student support staff continued coordinating interventions for students identified through attendance, behavior, and academic monitoring systems, helping maintain continuity of support services for students requiring targeted assistance. Wellness and PBIS systems also continued supporting student engagement and relationship-building efforts across the site.

Implementation Challenges:

Due to staffing and operational priorities at the site level, Equity Multiplier funding primarily supported existing staffing structures and student support personnel rather than expansion of new initiatives originally outlined within the LCAP. While core student support systems remained in place, implementation of some supplemental initiatives and expanded programming occurred more narrowly than originally anticipated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference between budgeted and actual expenditures for Goal 5 was due to adjustments in overall funding allocations, which reduced LCAP funding for MTSS (Action 5.4). Support for this work continued through other funding sources, including Title I.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on analysis of implementation and outcome data, Goal 5 actions demonstrated moderate to strong effectiveness in supporting student stability, engagement, and academic outcomes at Condor High School. Equity Multiplier funding supported staffing structures, mentoring, and collaborative learning implementation designed to improve outcomes for students experiencing instability and other identified student groups.

Implementation of these supports corresponded with measurable improvements across several key metrics. Condor High School's graduation rate increased from 72.4% to 82.8%, representing a gain of +10.4 percentage points from baseline. Graduation rates for low-income students increased from 71.7% to 82.4%, representing a gain of +10.7 percentage points. Suspension outcomes also improved during the implementation period. Condor High School's suspension rate decreased from 14.8% to 11.1%, representing a reduction of -3.7 percentage points from baseline. Suspension rates for low-income students decreased from 15.2% to 11.0%, representing a reduction of -4.2 percentage points. The school's non-stability rate also demonstrated improvement, decreasing from 70.1% to 66.4%, representing a reduction of -3.7 percentage points from baseline.

Continued implementation of onboarding supports, wellness services, MTSS intervention systems, PBIS structures, and relationship-based student supports contributed to increased access to intervention systems and student engagement supports designed to improve student connection and persistence. Existing staffing structures supported ongoing intervention response processes, communication with students and families, attendance monitoring, and case management systems throughout the school year.

While several originally proposed initiatives were implemented more narrowly than anticipated, maintaining existing support systems allowed the site to continue providing stable intervention and wellness services throughout the school year. Site feedback and implementation review continue to indicate that counseling access, onboarding systems, wellness supports, and relationship-based interventions remain critical components of Condor High School's Equity Multiplier implementation efforts.

Continued review of attendance, chronic absenteeism, graduation, discipline, and engagement-related data will guide future implementation priorities and refinements.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on implementation and operational needs during the 2025-26 school year, the district refined implementation priorities for Goal 5 to maintain stability in existing student support systems and staffing structures at Condor High School.

Implementation Refinement: Staffing and Student Support Prioritization
Based on site needs and ongoing student support demands, Equity Multiplier funding in 2026-27 will continue prioritizing staffing structures and intervention systems that support attendance, counseling, onboarding supports, behavioral interventions, wellness services, academic monitoring, and relationship-based student supports. Existing counseling, wellness, and intervention systems will remain central components of implementation efforts moving forward.

While several supplemental initiatives identified during initial planning may continue to be implemented more narrowly than originally anticipated, the district and site will continue focusing on maintaining stable student support systems and targeted interventions aligned to identified student needs.

All other components, including the goal statement, metrics, target outcomes, and overall Equity Multiplier focus areas, remain unchanged. Ongoing review of attendance, engagement, graduation, intervention, and school climate data will continue guiding future implementation decisions and refinements.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development	Condor High School will continue supporting targeted professional learning and instructional collaboration focused on improving outcomes for multilingual learners, students experiencing homelessness, students with IEPS, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. Professional learning will continue emphasizing instructional responsiveness, restorative practices, student engagement, literacy and mathematics intervention strategies, and relationship-based instructional approaches aligned to identified student needs. Professional learning opportunities will continue through site-based collaboration structures, instructional coaching, embedded support systems, and focused reflective practices designed to strengthen instructional consistency and improve student engagement and academic	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		outcomes. Existing collaboration structures will continue supporting implementation of instructional strategies aligned to attendance improvement, student stability, graduation support, and intervention planning. Due to staffing and operational priorities, implementation of some expanded professional learning initiatives has been refined to focus on maintaining sustainable site-based support systems and instructional collaboration aligned to student need. Existing staffing structures, counseling supports, wellness systems, and intervention practices will remain central components of implementation efforts moving forward. District and site data continue to demonstrate challenges related to English language arts, mathematics, graduation rates, suspension rates, and non-stability outcomes for students attending Condor High School. This action is designed to address those gaps through collaborative instructional improvement, restorative practices, intervention planning, and targeted instructional support systems. The success of this action will be measured through SBAC English language arts scores, SBAC mathematics scores, graduation rates, suspension rates, attendance rates, chronic absenteeism rates, and non-stability rate data. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
5.2	Tutoring	Required Action: Condor High School will continue providing targeted academic intervention, onboarding, tutoring, and student support systems designed to improve outcomes for multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. Intervention supports will continue focusing on English language arts, Mathematics, credit recovery, graduation progress, attendance, and student engagement.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The site will continue implementing a structured onboarding course model that embeds academic intervention, tutoring support, digital platform orientation, relationship-building, and progress monitoring into the school day. These supports are designed to strengthen student connection to school, improve academic persistence, and increase access to intervention systems for students identified through attendance, engagement, behavioral, and academic monitoring systems. Counselors, intervention staff, wellness personnel, and site teams will continue coordinating intervention supports, case management, academic monitoring, and referrals to support services aligned to identified student needs and Condor High School's Equity Multiplier priorities. District and site data continue to demonstrate challenges related to English language arts, mathematics, graduation rates, suspension rates, and non-stability outcomes for students attending Condor High School. This action is designed to address those gaps through targeted intervention systems, onboarding supports, academic monitoring, relationship-based interventions, and coordinated student support services. The success of this action will be measured through graduation rates, attendance rates, chronic absenteeism rates, A-C course grades, suspension rates, SBAC English Language Arts scores, SBAC Mathematics scores, and non-stability rate data. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
5.3	Professional Collaborative Learning	Required Action: Condor High School will continue supporting professional collaboration structures focused on instructional improvement, restorative practices, intervention planning, student engagement, and equitable instructional access for multilingual learners, Homeless Youth students, Students with Disabilities, Hispanic students, Foster Youth students, and socioeconomically disadvantaged students. Collaborative learning opportunities will continue through site-based collaboration structures, instructional rounds, lesson study practices,	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		reflective planning processes, and job-alike collaboration aligned to identified student needs and Condor High School's Equity Multiplier priorities. These structures are designed to strengthen instructional responsiveness, improve intervention coordination, support assessment analysis, and increase consistency of instructional supports across classrooms and programs. Due to staffing and operational priorities, implementation of some expanded collaboration initiatives has been refined to focus on maintaining sustainable site-based collaboration and instructional support systems already embedded within existing site structures. Existing intervention, counseling, wellness, and instructional collaboration systems will remain central components of implementation efforts moving forward. District and site data continue to demonstrate challenges related to English Language Arts, Mathematics, graduation rates, suspension rates, and non-stability outcomes for students attending Condor High School. This action is designed to address those gaps through collaborative instructional improvement processes, restorative practices, intervention planning, and ongoing refinement of instructional supports aligned to student need. The success of this action will be measured through SBAC English Language Arts scores, SBAC Mathematics scores, graduation rates, suspension rates, attendance rates, chronic absenteeism rates, and non-stability rate data. This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
5.4	MTSS	Condor High School will continue implementing Multi-Tiered System of Supports (MTSS) and intervention supports designed to strengthen student engagement, attendance, school connectedness, and academic outcomes for multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students.	\$407,386.00	No

Action #	Title	Description	Total Funds	Contributing
		Existing student support systems will continue focusing on counseling services, wellness interventions, behavioral supports, attendance monitoring, relationship-based interventions, case management, and coordinated student support services aligned to identified student needs and Condor High School's Equity Multiplier priorities. Site intervention teams will continue utilizing attendance, behavior, engagement, and academic data to identify students requiring targeted support and intervention services. Equity Multiplier funding will continue prioritizing staffing structures and student support personnel that sustain intervention systems, onboarding supports, wellness services, restorative practices, and coordinated student support efforts across the site. These systems are designed to improve student stability, strengthen relationships with trusted adults, and reduce barriers impacting student success and school engagement. District and site data continue to demonstrate challenges related to graduation rates, suspension rates, attendance, student engagement, and nonstability outcomes for students attending Condor High School. This action is designed to address those gaps through coordinated intervention systems, wellness supports, restorative practices, and relationship-based student support services. The success of this action will be measured through suspension rates, attendance rates, chronic absenteeism rates, graduation rates, student engagement indicators, school climate data, and nonstability rate data.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$55,334,186	\$5,998,409

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.518%	0.000%	\$552.00	28.518%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Professional Development Need: Ensuring that teachers are equipped with the necessary tools and strategies to implement California State Standards and equitable instructional practices remains essential to improving outcomes for unduplicated pupils. (i) Specific data points or evidence:	Professional development is provided LEA-wide to ensure that all teachers, regardless of school site, have consistent access to high-quality training that supports implementation of the California State Standards, literacy and numeracy goals, and culturally responsive pedagogy. Focused support for teachers of multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students remains central to this approach. All sites benefit	• SBAC ELA • SBAC Math • Graduation Rate • D and F rates • RFEP Gate • ELPAC Growth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In the 2025 OUHSD LCAP Survey, 43.3% of staff rated professional development as meeting their classroom needs “Somewhat Well” or “Very Well,” while 26.6% rated it as “Not Yet.” This indicates variability in satisfaction and alignment with instructional needs. Only 21.3% of respondents indicated full participation in PD opportunities. (ii) Feedback from educational partners: Survey responses noted preferences for professional development that is more tailored to classroom realities and provides time for practice, collaboration, and relevance to core instruction. Several stakeholders requested increased site-based and hybrid PD formats focused on state standards, literacy integration, and support for multilingual learners. (iii) How this action improves current practices: Year 1 efforts introduced a broader range of PD formats (e.g., hybrid, content-specific, equity-focused). Year 2 efforts expanded integration of ELD strategies across content areas and increased the use of instructional coaching aligned with MTSS and differentiated learner needs. Scope: LEA-wide	from aligned guidance via content specialists, LIT coaches, and site-based implementation planning. (i) Specific types of skills or topics: Workshops include standards-aligned instruction, ELD integration, assessment literacy, use of edtech, differentiated supports, and culturally responsive teaching. (ii) How this enhanced support network is expected to improve student outcomes: Improved instructional coherence, teacher efficacy, and access to engaging, standards-based learning environments are expected to contribute to gains in SBAC performance, graduation rates, and course outcomes for unduplicated pupil groups.	
1.5	Action: California Assessment of Student Performance and Progress (CAASPP)	This action is implemented LEA-wide to ensure consistency in test readiness strategies across all schools, with focused supports for students historically underperforming on the SBAC. All sites	• SBAC ELA • SBAC Math • RFEP Rate • Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Closing persistent equity gaps on state assessments for multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students remains a district priority. Targeted SBAC preparation is necessary to improve performance in ELA and mathematics and increase overall proficiency rates. (i) Specific data points or evidence: 2023–24 SBAC scores improved for all student groups but remained below desired levels: ELA increased from 42.15% to 46.27% (+4.12), and Math from 15.01% to 18.18% (+3.17). Low-Income students and English Learners continue to perform below district averages, reinforcing the need for sustained support. (ii) Feedback from educational partners: Constituent feedback emphasized the importance of test-preparation strategies that are embedded throughout the school year and not limited to one-time interventions. Teachers and families recommended aligning SBAC supports to grade-level curriculum, while students requested more digital practice tools and content review. (iii) How this action improves current practices: Year 1 focused on building awareness and launching initial test readiness campaigns. In Year 2, efforts expanded to include integrated	receive aligned pacing guides, common formative assessments, and test-prep resources tailored to meet the needs of unduplicated student groups. (i) Specific types of skills or topics: Supports include evidence-based reading strategies, math fluency, item type familiarity, digital test navigation, and growth-mindset coaching. (ii) How this enhanced support network is expected to improve student outcomes: Aligned preparation efforts are expected to reduce performance anxiety, improve test-taking stamina, and increase the percentage of students meeting or exceeding standards on state assessments.	• D and F Grades

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional supports, and item analysis-based practice. Digital tools such as CAASPP practice interfaces and teacher-created review sessions were utilized. Scope: LEA-wide		
1.7	Action: CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement Need: Recognizing and incentivizing academic achievement for multilingual learners, students experiencing homelessness, students with IEPS, Hispanic students, students living in foster care, and socioeconomically disadvantaged students, and other historically underserved groups through state seal attainment is essential to improving postsecondary readiness, academic motivation, and college application competitiveness. (i) Specific data points or evidence: In 2023–24, the number of students earning state seals significantly increased: Seal of Biliteracy (SSB) recipients rose from 378 to 538 (+160), Golden State Seal of Merit (GSSM) from 958 to 1,160 (+202), and State Seal of Civic Engagement (SSCE) from 2 to 41 (+39). These increases reflect expanded access and improved systems of identification and support.	This action is delivered LEA-wide to ensure equitable access to seal pathways across all schools. A consistent framework supports identification, tracking, and celebration of student success, with targeted efforts to engage multilingual learners, students experiencing homelessness, students with IEPS, Hispanic students, students living in foster care, and socioeconomically disadvantaged students who qualify for multiple seals. (i) Specific types of skills or topics: Supports include writing proficiency, civic literacy, bilingual fluency, and community engagement projects aligned with SSCE criteria. (ii) How this enhanced support network is expected to improve student outcomes: Recognition through state seals fosters academic confidence, increases A–G course completion, and improves college and scholarship competitiveness, especially for multilingual students.	• % of students earning the Seal of Biliteracy (SSB) • % of students earning the Golden State Seal of Merit (GSSM) • % of students earning the State Seal of Civic Engagement (SSCE)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(ii) Feedback from educational partners: Educational partners, especially DELAC, school counselors, and instructional leaders, requested more proactive outreach to students eligible for seals, improved tracking tools, and clearer guidance on eligibility. Students expressed appreciation for the recognition and requested additional support earlier in high school to meet the criteria. (iii) How this action improves current practices: In Year 1, the district implemented new systems for early identification of eligible students and trained site teams on eligibility criteria. Year 2 builds on this with increased integration of seal pathways into academic planning, expanded bilingual supports, and targeted outreach to underserved populations, particularly for the SSCE. Scope: LEA-wide		
1.8	Action: Instructional Content, Librarians & Program Specialists Need: To improve academic outcomes and content-specific instructional quality for multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students, the district requires ongoing curricular support,	This action operates districtwide to ensure consistent academic and literacy supports for unduplicated students, regardless of school placement. The LEA-wide model facilitates vertical and horizontal alignment across departments and campuses, ensuring equitable instructional access. (i) Specific types of skills or topics: Focus areas include reading comprehension, disciplinary literacy, content scaffolding, academic	• SBAC ELA • SBAC Math • D and F rates • Graduation Rate • RFEP Rate • ELPAC Scores • % of students earning SSB, GSSM, and SSCE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resource alignment, and literacy intervention led by content experts and credentialed teacher librarians. (i) Specific data points or evidence: Graduation rates increased from 89.6% to 91.4%, with gains across student groups: multilingual learners (+5.7%), students in foster care (+12.3%), low-income (+1.9%), and Students with IEPs (+4.9%). SBAC ELA scores rose by +4.12 points, and math by +3.17 points. A–C grade attainment improved by +0.8 percentage points. ELPAC data showed that 46.2% of multilingual learners advanced at least one proficiency level in 2023–24. (ii) Feedback from educational partners: Teachers, counselors, and site administrators reported increased demand for co-planned units, literacy coaching, and equitable access to curated digital resources. Educational partners emphasized the importance of embedded support for multilingual learners and collaborative instructional planning, particularly in core content areas and library programming. (iii) How this action improves current practices: In Year 1, content specialists expanded co-teaching, lesson study, intervention planning, grading practices, and standards-aligned resource development. Teacher librarians implemented targeted literacy support and information-literacy lessons. Year 2 continues this work with deeper site collaboration,	vocabulary, research skills, and standards-aligned unit development. (ii) How this enhanced support network is expected to improve student outcomes: Sustained instructional coaching and targeted library programming are expected to drive improvements in SBAC performance, reclassification rates, A–G readiness, and overall academic success for underserved students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	multilingual support integration, and enhanced alignment between library services and instructional goals. Scope: LEA-wide		
1.9	Action: Learning Instruction Technology Coaches & Paraeducator Support Need: Teachers across the district require sustained, job-embedded instructional coaching to meet the academic needs of multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. Data indicate a need for greater alignment to standards, stronger implementation of differentiated strategies, and improved instructional coherence. (i) Specific data points or evidence: From 2022–23 to 2023–24, SBAC ELA scores rose from 42.15% to 46.27% (+4.12), and math from 15.01% to 18.18% (+3.17). A–C grade attainment increased from 81.2% to 82.0% (+0.8). Graduation rates rose from 89.6% to 91.4%, with significant subgroup gains: multilingual learners (+5.7), Foster Youth (+12.3), and Students with IEPs (+4.9). RFEP rates improved from 11.96% to 13.86%. 46.2% of English Learners advanced at least one level on the ELPAC.	This action is implemented across all district high schools to provide every teacher with access to consistent, high-quality instructional coaching. The LEA-wide approach ensures equity in capacity-building for schools serving unduplicated pupils. In addition to certificated Learning Instruction Technology (LIT) Coaches, this action also includes instructional paraeducators who provide direct student support that strengthens classroom access and readiness. Both staffing groups are budgeted within the same action and together reinforce instructional improvement across the district. (i) Specific types of skills or topics: Instructional focus areas include standards-based lesson planning, assessment methodology, equitable teaching practices, student engagement strategies, formative assessment design, scaffolding for multilingual learners, integrated ELD, and grading for mastery and equity. (ii) How this enhanced support network is expected to improve student outcomes: Improved instructional design and implementation are expected to lead to increased student proficiency in core content, higher reclassification rates, improved course completion, and stronger college and career readiness outcomes. This	• SBAC ELA • SBAC Math • D and F Rate • Graduation Rate • RFEP Rate • ELPAC Scores • % of students earning SSB, GSSM, and SSCE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(ii) Feedback from educational partners: Staff surveys and site-based planning feedback indicated that teachers value coaching from LITs in lesson design, standards-aligned instruction, grading practices, assessment methodology, and classroom-based data analysis. Educators noted improved support through co-teaching, PLC facilitation, and focused ELD walkthroughs. Requests increased for targeted support in integrated ELD and literacy. (iii) How this action improves current practices: Year 2 deepens alignment with PLCs, emphasizes use of data to inform instruction, and expands access to co-planning cycles and model lessons tailored to site needs. Scope: LEA-wide	integrated support structure, combining coaching and paraeducator assistance, strengthens access to instruction and supports the district's overarching goal of improving student outcomes.	
1.10	Action: Learning Support Systems Need: To ensure consistent access to digital learning environments, hardware infrastructure must support equitable use of online platforms, intervention, and core instruction, including one-to-one devices, particularly for multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. (i) Specific data points or evidence:	This infrastructure support is implemented districtwide to ensure system-level equity. All students, regardless of site, require uninterrupted access to digital learning tools and platforms aligned to standards-based instruction and intervention delivery. (i) How the action addresses need and ensures equity: By improving system-wide connectivity and reliability, the action removes access barriers and ensures unduplicated students can fully participate in tech-enabled learning and interventions. (ii) Why it is provided on an LEA-wide basis:	• SBAC ELA • SBAC Math • A–C Grades • Graduation Rate • RFEP Rate • Attendance • % of students earning SSB, GSSM, and SSCE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In 2023–24, 100% of classrooms across the district required updated instructional technology and one-to-one devices to support increased use of platforms like Canvas. Sites reported frequent disruptions or slowdowns in digital access during intervention sessions, disproportionately impacting unduplicated students. (ii) Feedback from educational partners: Surveyed staff and DELAC members emphasized the need for reliable internet access and device functionality as prerequisites for effective tutoring, digital curriculum delivery, and online credit recovery programs. Students also reported difficulty accessing materials from home due to lag or connectivity issues. (iii) How this action improves current practices: Year 2 prioritizes ensuring access to all edtech digital platforms for all students. Scope: LEA-wide	The backend and connectivity systems serve all schools. As a foundational service, one-to-one devices must be supplied to all students.	
1.11	Action: Educational Technology Subscriptions Need: Equitable access to high-quality instructional technology remains critical for supporting differentiated instruction, digital citizenship, and student engagement, especially for unduplicated student groups. Maintaining consistent access to a vetted suite of digital	This action is implemented LEA-wide to ensure all students and staff across the district have equitable access to instructional tools. Standardized access promotes consistency in instruction, professional development, and student support services. (i) Specific types of skills or topics: The tools support literacy (CommonLit, NoRedInk), mathematics (DeltaMath), LMS usage and	• SBAC ELA • SBAC Math • D and F Rate • Graduation Rate • RFEP Rate • Attendance • % of students earning SSB, GSSM, and SSCE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	tools ensures alignment to curriculum standards and addresses the diverse learning needs of multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. (i) Specific data points or evidence: Stakeholder feedback from LIT Coaches, Instructional Support Specialists, and school site administrators indicated that centrally supported technology tools increase student access to interventions, feedback, and collaborative learning. Tools like Canvas, DeltaMath, CommonLit, NoRedInk, and GoGuardian were identified as essential supports in instructional delivery and student monitoring. (ii) Feedback from educational partners: Teachers and educational services staff emphasized the importance of instructional consistency and reliability in digital platforms. Site feedback included requests for streamlined learning management systems, student engagement tools like Pear Deck and Padlet, and access to formative assessment systems. These tools were vetted in collaboration with user groups, LIT Coaches, and LSS staff for relevance and impact. (iii) How this action improves current practices: OUHSD's instructional technology ecosystem is designed to improve engagement, access, and learning continuity.	communication (Canvas, ParentSquare), student engagement (GoGuardian), interactive learning (Pear Deck, Padlet), and digital citizenship (Alludo). Many also support reclassification and core subject proficiency. (ii) How this enhanced support network is expected to improve student outcomes: Improved access to curated, effective digital tools increases student engagement, supports formative feedback cycles, and strengthens personalized instruction. These platforms are also aligned to grading for mastery, SEL, and parent communication goals.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.12	Action: School Home Communication Need: Consistent, accessible, and culturally responsive communication with families is essential for fostering engagement, supporting student success, and building trust, especially for families of Foster Youth, English Learners, and Low-Income students. Ensuring timely updates in families' home languages reduces barriers to academic and behavioral engagement. (i) Specific data points or evidence: In the 2025 LCAP Parent and Family Engagement Dashboard Survey, only 34.05% of educational partners from unduplicated student groups reported feeling "consistently informed" about their student's academic progress. Families cited language, timing, and lack of consolidated platforms as major barriers. (ii) Feedback from educational partners: Survey responses and site-level feedback indicated that families value real-time updates, mobile-friendly tools, and translated communications. Continutents called for expanded use of bilingual messaging platforms and proactive school-site communication strategies. Many reported	This action is provided LEA-wide to ensure all families, regardless of school site, receive consistent communication that supports equitable access to learning updates, events, and resources. The centralized infrastructure ensures continuity for mobile families and supports engagement of multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students across multiple sites. (i) Specific types of skills or topics: Tools support messaging about attendance, behavior, coursework, parent conferences, college/career events, and reclassification updates. ParentSquare also includes calendar syncing, emergency updates, and direct communication with teachers and administrators. (ii) How this enhanced support network is expected to improve student outcomes: Improved communication builds stronger home-school partnerships, which are shown to increase attendance, reduce chronic absenteeism, and improve academic engagement and success, particularly for students whose families historically faced access barriers.	• RFEP Rate • Graduation Rate • Attendance Rate • Participation in Parent Engagement events • D and F Rates • SBAC ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improved access since the full rollout of ParentSquare and Remind but asked for more consistent usage across classrooms and schools. (iii) How this action improves current practices: This action funds ParentSquare and Remind, two centralized platforms that support real-time, two-way, multilingual communication between schools and families. These systems consolidate messages, event reminders, attendance updates, and academic alerts in a format that's accessible via mobile app, text, or email. The platforms also allow for translation into multiple languages, including Spanish and Mixteco, aligning with district equity priorities. Year 2 expands training and accountability expectations for school sites to ensure consistent use. Scope: LEA-wide		
1.13	Action: Parent/Guardian Trainings Need: Enhancing educational partner engagement through targeted workshops remains essential to ensure families of multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students are equipped to support academic, social-emotional, and college-career readiness.	This action continues districtwide to ensure consistent access to workshops for all families of multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. The LEA-wide delivery model ensures equity and continuity, regardless of the school site. Workshops include home-based literacy strategies, understanding reclassification, A–G/college prep navigation, and SEL support. Materials are co-developed with families to reflect cultural relevance and community voice.	• RFEP Rate • ELPAC Scores • Graduation Rate • % of students earning the State Seal of Biliteracy (SSB), Golden State Seal Merit (GSSM), and State Seal of Civic Engagement (SSCE)

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	(i) Specific data points or evidence: In 2024–25, only 32.97% of educational partners reported feeling adequately prepared to support unduplicated student groups, with just 34.05% attendance among these families at engagement sessions. (ii) Feedback from educational partners: DELAC and site council partners asked for targeted training on language acquisition, navigating academic requirements, and SEL supports. (iii) How this action improves current practices: Year 1 introduced differentiated, needs-based workshops. Year 2 builds on this with increased frequency, Spanish/ Mixteco sessions, and new formats (hybrid, site-based, and thematic series). Scope: LEA-wide	(i) Specific types of skills or topics: Training content now includes culturally affirming advocacy, reclassification support, navigating PowerSchool/Canvas, and preparing for graduation/postsecondary transition. (ii) How this enhanced support network is expected to improve student outcomes: Strengthened home-school partnerships are expected to increase student attendance, academic engagement, and success rates across core academic and college readiness metrics.	• SBAC ELA • SBAC Math • D and F Rates
1.19	Action: Academic Intervention and Remediation Need: Targeted credit recovery and academic intervention opportunities are necessary to support students who are off-track for graduation, particularly multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically	This action is offered districtwide to ensure students from all schools, especially mobile or high-needs students, can access credit recovery consistently. OOCR eliminates site-based disparities in access to remediation and supports a centralized approach to monitoring student progress toward graduation. (i) Specific types of skills or topics: Courses are standards-aligned and include core academic subjects, A–G eligible options, and	• RFEP Rate • ELPAC Scores • Graduation Rate • SBAC ELA • SBAC Math • D and R Rates

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	disadvantaged students. Flexible and accessible interventions help close equity gaps and support college and career readiness. (i) Specific data points or evidence: In 2023–24, over 1,273 students accessed Oxnard Online Credit Recovery (OOCR), which achieved an 86% course completion rate. Graduation rates improved from 89.6% to 91.4% overall, including a +12.3 percentage point gain among students in foster care. A-C grade attainment increased to 82.0%, and RFEP rates rose by +1.9 points. (ii) Feedback from educational partners: Stakeholders, including counselors, site administrators, and families, requested expanded OOCR course options, extended enrollment windows, and additional academic supports to help students complete requirements outside the traditional school day. Students and families expressed appreciation for the flexibility and staff support provided through the platform. (iii) How this action improves current practices: This action funds the staffing, curriculum licensing, and instructional supports needed to implement OOCR, a districtwide credit recovery program offering asynchronous and hybrid formats. OOCR provides targeted remediation aligned to A–G and graduation standards, and prioritizes enrollment for unduplicated student groups.	elective recovery. Instruction is supported by credentialed teachers who offer individualized feedback and monitor pacing. (ii) How this enhanced support network is expected to improve student outcomes: By providing flexible, personalized learning pathways, this intervention helps reduce dropout risk and increases graduation rates, academic confidence, and college/career eligibility, especially for students needing second-chance access to credits and A-G recovery.	

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	Scope: LEA-wide		
2.3	Action: Academic support for A-G courses Need: Academic support through tutoring specifically targets the need for additional academic assistance in A-G courses for Foster, English Learners, and Low-Income students, aiming to improve their performance and course completion rates. Making extra course sections available enables Foster Youth, English Learners, and Low-Income students to retake A-G courses, addressing their specific academic recovery needs. (i) Specific data points or evidence: 2024–25 data indicates that only 7.6%–30.1% of unduplicated students met A–G criteria, compared to 35.3% of the general student population. Academic counseling data shows limited access to retake opportunities, particularly for students with failed A–G courses. (ii) Feedback from educational partners: Teacher and counselor feedback across sites emphasized that over 80% of students needing to repeat A–G courses do not currently receive sufficient after-hours support or course access. (iii) How this action improves current practices:	This LEA-wide initiative guarantees equitable access to A–G academic support regardless of school assignment. Additional tutoring and expanded course sections are provided district-wide, with scheduling flexibility, bilingual support, and built-in opportunities to retake failed courses. These interventions are designed to remove systemic barriers and ensure multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students remain on track for college readiness. (i) Specific types of skills or topics: Supports include scaffolded writing and algebra support, content-based tutoring, exam prep, and teacher-led reteaching sessions, all coordinated with site-level counselors and A–G data leads. (ii) How this enhanced support network is expected to improve student outcomes: By strengthening access to recovery supports, we expect to increase pass rates in A–G courses and raise the A–G completion rates for unduplicated students by 10–15% over the next three years.	• % of ALL students completing UC A–G coursework • % of Multilingual learners completing UC A–G coursework • % of Low-Income students completing UC A–G coursework • % of Students in foster care completing UC A–G coursework

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	In Year 1, the district expanded tutoring for A–G. Year 2 introduces data-informed tracking to identify students in need of academic recovery earlier in the semester, along with increased availability of credit recovery, online options, and extended tutoring aligned with course content. Scope:		
2.5	Action: CTE Access and Participation Need: There is a continued need to increase access to high-quality CTE and college preparatory pathways that engage students and support postsecondary success, especially for multilingual learners, Low-Income students, students in foster care, and Students with IEPs. (i) Specific data points or evidence: In 2023–24, only 53.4% of graduates were classified as "Prepared" on the College and Career Indicator (CCI). This metric reflects stagnation in several key pathway participation areas, including A–G, AP/IB, dual enrollment, and CTE pathway completion. Low-Income students remain underrepresented in dual enrollment and high-skill CTE course sequences. (ii) Feedback from educational partners:	This action is provided on an LEA-wide basis to ensure all high school students, regardless of site, have equitable access to high-quality career and college pathway programs. (i) Specific types of skills or topics: Offerings include dual enrollment, UC A–G approved CTE courses, industry certifications, and internships/work-based learning in fields such as health, technology, and education. The action also supports counselor training on pathway placement and course sequence advising. (ii) How this enhanced support network is expected to improve student outcomes: Improved access to and participation in pathways is expected to increase the number of students classified as Prepared on the CCI, boost graduation rates, and enhance readiness for postsecondary education and workforce entry.	• % of Students Enrolled in Dual Enrollment • Graduation Rate • A–G Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Stakeholders, including site counselors, LCAP student groups, and parent advisory committees, requested additional support for aligning CTE with core academics, expanding dual enrollment opportunities, and strengthening job-embedded learning. Partners emphasized the need for equitable access to pathway counseling and credentialed teachers in specialized fields. (iii) How this action improves current practices: This action funds the development of and sustaining CTE pathways, expansion of dual enrollment offerings in partnership with local colleges, and the integration of career exploration activities within the school day. It also supports the implementation of districtwide pathway monitoring systems and provides professional development for pathway instructors and counselors. Scope: LEA-wide		
2.6	Action: CTE Work-Based Learning Need: There is a continued need to increase simulated work-based learning activities and the application of technical skills aligned with industry standards for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students.	This action is provided on an LEA-wide basis to ensure all high school students, regardless of site, have equitable access to high-quality career and college pathway programs. (i) Specific types of skills or topics: Offerings include dual enrollment, UC A–G approved CTE courses, industry certifications, and internships/work-based learning in fields such as health, technology, and education. The action also supports counselor training on pathway placement and course sequence advising.	• % of Students Enrolled in Dual Enrollment • Graduation Rate • A–G Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(i) Specific data points or evidence: In 2023–24, only 53.4% of graduates were classified as "Prepared" on the College and Career Indicator (CCI). This metric reflects stagnation in several key pathway participation areas, including A–G, AP/IB, dual enrollment, and CTE pathway completion. Low-income students remain underrepresented in dual enrollment and high-skill CTE course sequences. (ii) Feedback from educational partners: Constituents, including site counselors, LCAP student groups, and parent advisory committees, requested additional support for aligning CTE with core academics, expanding dual enrollment opportunities, and strengthening job-embedded learning. Partners emphasized the need for equitable access to pathway counseling and credentialed teachers in specialized fields. (iii) How this action improves current practices: This action funds the development of and sustaining CTE pathways, expansion of dual enrollment offerings in partnership with local colleges, and the integration of career exploration activities within the school day. It also supports the implementation of districtwide pathway monitoring systems and provides professional development for pathway instructors and counselors. Scope: LEA-wide	(ii) How this enhanced support network is expected to improve student outcomes: Improved access to and participation in pathways is expected to increase the number of students classified as "Prepared" on the CCI, boost graduation rates, and enhance readiness for postsecondary education and workforce entry.	

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2.7	Action: FAFSA/CADAA Workshops Need: There is a continued need for counselors and college and career technicians to offer informational sessions about FAFSA/CADAA for multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students. (i) Specific data points or evidence: In 2023–24, only 53.4% of graduates were classified as "Prepared" on the College and Career Indicator (CCI). This metric reflects stagnation in several key pathway participation areas, including A–G, AP/IB, dual enrollment, and CTE pathway completion. Low-income students remain underrepresented in dual-enrollment and high-skill CTE course sequences. (ii) Feedback from educational partners: Educational partners, including site counselors, LCAP student groups, and parent advisory committees, requested additional support for FAFSA/CADAA applications, including information sessions. (iii) How this action improves current practices: Improved access to and participation in the FAFSA/CADAA application process. Scope:	This action is provided on an LEA-wide basis to ensure all high school students, regardless of site, have equitable access to information and support in completing the FAFSA/CADAA applications. (i) Specific types of skills or topics: Access to and ability to complete the FAFSA/CADAA (ii) How this enhanced support network is expected to improve student outcomes: Access to and ability to complete the FAFSA/CADAA will increase the number of students accessing post-secondary opportunities.	• % of Students Enrolled in Dual Enrollment • Graduation Rate • A–G Completion Rate

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	LEA-wide		
2.8	Action: Advanced Placement and International Baccalaureate Need: Multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students historically faced barriers to enrollment, success, and retention in rigorous academic programs like AP and IB. Increasing access and providing teacher training are essential to close equity gaps in participation and performance. (i) Specific data points or evidence: In 2023–24, only 21.6% of all students earned a score of 3 or higher on two AP exams. Rates were lower for multilingual learners (4.2%), Low-income students (17.1%), and Students with IEPs (3.1%). IB participation remains limited to one site, with less than 35% of enrolled students earning the IB diploma. Additionally, teachers expressed a need for more collaboration time and support in aligning assessments with college-level expectations. During 2026-27, a second site anticipates having an IB Programme. (ii) Feedback from educational partners: Stakeholders, including site leaders and families, requested expanded access to AP/IB courses and more culturally relevant supports.	This action is provided LEA-wide to ensure equity in both program availability and quality. By offering access to rigorous coursework and training educators to differentiate instruction, the district ensures all students, especially those from historically underserved backgrounds, can pursue college-level learning opportunities. (i) Specific types of skills or topics: Professional learning includes curriculum alignment, rubric calibration, culturally responsive pedagogy, and strategies to support multilingual learners. Student programming includes AP/IB orientation sessions, tutoring, and exam readiness workshops. (ii) How this enhanced support network is expected to improve student outcomes: Expanded access and support are expected to increase AP/IB enrollment, performance (3+ scores and diploma completion), and postsecondary readiness for unduplicated students.	• % of Students Earning 3+ on Two AP Exams • IB Diploma Completion Rate • College/Career Indicator (CCI) Performance • A–G Completion Rate

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	Teachers noted a need for targeted professional learning to support student success and adapt instruction for multilingual and underrepresented learners. (iii) How this action improves current practices: This action funds AP and IB program coordination, student outreach and recruitment, exam fee subsidies, and teacher professional development. Scope: LEA-wide		
2.9	Action: Access to AP/IB testing resources Need: Multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students have historically faced barriers to enrollment, success, and retention in rigorous academic programs like AP and IB. Increasing access and providing teacher training. (i) Specific data points or evidence: In 2023–24, only 21.6% of all students earned a score of 3 or higher on two AP exams. Rates were lower for multilingual learners (4.2%), Low-income students (17.1%), and Students with IEPs (3.1%). IB participation remains limited to one site, with less than 35% of enrolled students earning the IB diploma. Additionally, teachers expressed a need for	This action is provided LEA-wide to ensure equity in both program availability and quality. By offering access to rigorous coursework and training educators to differentiate instruction, the district ensures all students, especially those from historically underserved backgrounds, can pursue college-level learning opportunities. (i) Specific types of skills or topics: Resources will supplement curricula. (ii) How this enhanced support network is expected to improve student outcomes: Expanded access and support are expected to increase AP/IB enrollment, performance (3+ scores and diploma completion), and postsecondary readiness for unduplicated students.	• % of Students Earning 3+ on Two AP Exams • IB Diploma Completion Rate • College/Career Indicator (CCI) Performance • A–G Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	more collaboration time and support in aligning assessments with college-level expectations. (ii) Feedback from educational partners: Educational partners, including site leaders and families, requested expanded access to AP/IB courses and culturally relevant resources. (iii) How this action improves current practices: This action funds AP and IB program courses to ensure student access. Scope: LEA-wide		
2.10	Action: Comprehensive counseling services Need: Multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students need equitable access to college-level opportunities, including dual enrollment, and stronger guidance navigating the postsecondary pathway. (i) Specific data points or evidence: As of 2024–25, only 15% of students in unduplicated student groups participate in advanced academic opportunities, compared to 21% of the general student population. (ii) Feedback from educational partners:	This LEA-wide initiative levels access to advanced coursework and advising regardless of campus. It prioritizes proactive outreach to multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students, pairing them with college partners to co-develop support plans that include credit-bearing opportunities such as dual enrollment. Access to evening workshops, translated resources, and drop-in academic counseling ensures all students, particularly those historically underrepresented in college coursework, can fully participate. (i) Specific types of skills or topics: These services include support in selecting appropriate dual enrollment courses, transcript audits for UC/CSU alignment, assistance with course registration, and academic planning with an equity lens.	- YouthTruth Survey: College & Career Readiness rating

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student survey responses and counselor feedback confirm that many students, especially those from underrepresented backgrounds, lack confidence and clarity in accessing dual enrollment. College representatives noted that these students are often unaware of the opportunities or discouraged by perceived barriers. (iii) How this action improves current practices: In Year 1, OUHSD expanded college counseling availability beyond regular school hours. For Year 2, the district is layering on more individualized support for dual enrollment, including proactive transcript reviews, workshops for families, and closer collaboration with local colleges to streamline enrollment. Scope: LEA-wide	(ii) How this enhanced support network is expected to improve student outcomes: This action is expected to increase dual enrollment participation among students in foster care, multilingual learners, and low-income students by 15–20%, while also improving students' preparedness for college-level coursework and overall college matriculation.	
2.12	Action: College Orientation Programs & Dual Enrollment Need: Multilingual learners, students in foster care, students experiencing homelessness, Students with IEPs, and socioeconomically disadvantaged students need personalized, consistent access to postsecondary planning support, including college applications, financial aid, career pathways, and work-based learning opportunities.	This action is implemented schoolwide at all comprehensive high schools but focuses on increasing access to college and career services for students in foster care, multilingual learners, and Low-Income students. It ensures each site has a dedicated staff member providing support during the school day and after hours, with extended outreach to families. (i) Specific types of skills or topics: College & career center technicians support college application completion, scholarship navigation, resume and interview skills,	• FAFSA/CADAA Completion Rate • A–G Completion Rate • CTE Pathway Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(i) Specific data points or evidence: In 2023–24, only 66.5% of students completed A–G college entrance requirements. FAFSA submission rates varied widely across sites, and not all seniors received 1:1 college/career planning. CTE pathway completion remains below 15% for low-income pupils. (ii) Feedback from educational partners: Families requested more direct assistance navigating financial aid, internships, and college application deadlines. Site administrators emphasized the need for classified staff who can provide consistent, individualized support and host postsecondary planning events, especially for unduplicated students. (iii) How this action improves current practices: The action funds college & career center technicians at each comprehensive high school. These staff members assist with FAFSA/CADAA completion, coordinate college visits, host workshops, and support internship placement. Scope: LEA-wide	FAFSA/CADAA workshops, and career exploration aligned to student interests. (ii) How this enhanced support network is expected to improve student outcomes: Personalized postsecondary planning is expected to increase FAFSA/CADAA completion rates, college enrollment, A–G completion, and participation in career-connected learning.	
2.15	Action: AVID Need: Unduplicated students, particularly multilingual learners, students experiencing	This action is implemented at AVID-designated school sites to support the college-going culture for Low-Income and English Learner students. The schoolwide model includes WICOR instructional strategies, focused note-taking, and organizational support, benefiting students in AVID and beyond.	• A–G Completion Rate • % of Students Enrolled in AVID • FAFSA Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students, require consistent access to academic enrichment and college readiness programs that build study skills, self-advocacy, and aspirations for postsecondary success. (i) Specific data points or evidence: In 2023–24, only 66.5% of students completed A–G college entrance requirements. AVID students historically demonstrate higher A–G completion, yet enrollment and vertical alignment vary by site. The percentage of students applying for four-year colleges remains uneven across schools. (ii) Feedback from educational partners: Site administrators and teachers requested expanded AVID elective offerings, clearer articulation between middle and high school AVID programs, and increased support for college field trips, tutoring, and binders/materials. Families expressed interest in AVID’s role in helping students navigate the college application process. (iii) How this action improves current practices: This action provides funding for AVID coordination, professional development, instructional materials, and site-level implementation of the AVID elective course. It also supports peer tutoring, college visits, and AVID Site Team collaboration. Scope:	While elective enrollment is targeted, the impact extends through trained teachers across disciplines. (i) Specific types of skills or topics: AVID programming builds academic behaviors (e.g., time management, inquiry-based learning), promotes college awareness, and provides access to college and scholarship resources. Tutors are trained to support rigorous coursework and metacognitive strategies. (ii) How this enhanced support network is expected to improve student outcomes: AVID participation is expected to increase A–G completion rates, FAFSA application submissions, college acceptance rates, and academic self-efficacy among historically underrepresented students.	• Graduation Rate • College Application/Acceptance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	Action: Restorative Practices and PBIS Need: Oxnard Union High School District identified the need to support student wellness and foster inclusive, connected learning environments through a comprehensive system of social-emotional and behavioral supports. A districtwide suspension rate of 5.6% underscores the ongoing need for proactive, tiered supports, particularly for multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students who face higher rates of disciplinary action. (i) Specific data points or evidence: 2023–24 Suspension Rate: 5.6% YouthTruth Survey results reveal a continued need to discuss student emotional safety, belonging, and connectedness. (ii) Feedback from educational partners: Stakeholder feedback from DELAC, ELAC, and school site advisory groups emphasized the importance of full-time Restorative Intervention Counselors (RICs), wellness centers, and PBIS structures that reinforce positive behavior and reduce punitive practices. Educational partners also advocated for trauma-informed approaches and	This action is implemented across the LEA to ensure that all students, particularly those in vulnerable groups, benefit from equitable access to mental health support, restorative discipline alternatives, and consistent behavior intervention systems. (i) Specific types of support provided: Wellness centers staffed with RICs Restorative conferencing and peer mediation PBIS Tier 1–3 behavior support teams Staff PD in SEL, trauma-informed practices, and de-escalation strategies (ii) How this enhanced support network is expected to improve student outcomes: Improved student engagement, reductions in suspensions, and stronger adult–student relationships are expected to positively impact school connectedness and academic success.	• Suspension Rate • OUHSD Prosperity Screener and Climate Survey metrics • A–G Completion Rate • Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	alternatives to suspension that rebuild trust and relationships. (iii) How this action improves current practices: The district continues its implementation of school-based wellness centers and RICs, while deepening PBIS and restorative practices across all campuses. Scope:		
3.2	Action: MTSS, Wellness, and Community Schools Need: Oxnard Union High School District recognizes the critical need to address student mental health, wellness, and school climate as key conditions for academic achievement. A persistent suspension rate of 5.6% indicates that more structured support systems are essential to reduce disciplinary incidents, strengthen student–adult relationships, and create inclusive learning environments. (i) Specific data points or evidence: 2023–24 Suspension Rate: 5.6% YouthTruth survey findings highlight the need to discuss student belonging and emotional safety. (ii) Feedback from educational partners: Educational partners, including site administrators and wellness teams,	This action is implemented LEA-wide to ensure every site has equitable access to wellness infrastructure and restorative support services. Consistent staffing and training across schools help build a shared language and system of care, particularly for vulnerable student groups disproportionately impacted by exclusionary discipline practices. (i) Specific types of support provided: Wellness centers Community School centers Restorative conferencing and peer mediation De-escalation and trauma-informed PD for staff (ii) How this enhanced support network is expected to improve student outcomes: The integrated approach is designed to reduce suspensions, improve school connectedness, and strengthen student regulation and resilience.	• Suspension Rate • OUHSD Prosperity Screener and Climate Survey metrics • A–G Completion Rate • Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	emphasized the importance of full-time Restorative Intervention Counselors (RICs), wellness centers, and tiered behavioral support models. Parent advisory groups affirmed the importance of supportive disciplinary approaches and emphasized that punitive systems disproportionately impact multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. (iii) How this action improves current practices: Year 2 focuses on sustaining full-time RICs at all sites and deepening implementation of PBIS and community schools. Wellness centers serve as hubs for mental health, reentry support, and conflict mediation. Staff receive training on trauma-informed care and tiered de-escalation protocols. Scope: LEA-wide		
3.3	Action: Chronic Absenteeism Interventions Need: Reducing chronic absenteeism is critical to ensuring that multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students are fully engaged in school and have equitable access to learning opportunities.	This LEA-wide action builds a coordinated system of prevention and intervention for chronic absenteeism. By focusing district resources on the unique needs of multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students, this action creates a network of support to address attendance barriers and build student connection. (i) Specific types of skills or topics:	• OUHSD Prosperity Screener and Climate Survey • Student participation rate • Average attendance rate • Chronic absenteeism • Expulsion rate • Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(i) Specific data points or evidence: Districtwide data show that chronic absenteeism rates for all students remain close to 30%, with unduplicated student groups disproportionately impacted. Updated data from Year 1 show persistently higher rates of absenteeism among students in foster care (37.8%), multilingual learners (34.2%), and low-income students (32.6%). (ii) Feedback from educational partners: Site-level attendance teams and student support staff report that barriers such as lack of transportation, housing instability, and minimal family-school connection continue to prevent consistent attendance. In Year 1, school sites requested stronger Tier 2 interventions and centralized districtwide support systems. (iii) How this action improves current practices: This Year 2 implementation deepens our proactive outreach model by standardizing chronic absence data reviews, integrating social-emotional wellness supports, and expanding collaboration with site-level Student Attendance Review Teams (SARTs). Scope: LEA-wide	Strategies include early warning systems using real-time data, culturally responsive communication with families, expanded transportation partnerships, wellness check-ins, and campus-based activities that foster school connectedness. Training for staff on trauma-informed approaches and relationship-building is also integrated. (ii) How this enhanced support network is expected to improve student outcomes: By creating a positive and inclusive culture of attendance, this action is designed to reduce chronic absenteeism rates and increase average daily attendance.	
3.4	Action: Cal Safe Need:	Provided on an LEA-wide basis, the Cal-SAFE action ensures that expectant and parenting students across all school sites, particularly those who are low-income or students in foster care,	• Graduation Rate • OUHSD Prosperity

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Expectant and parenting students face unique academic and socio-emotional challenges that impact attendance, achievement, and graduation rates. Without targeted supports, these students are at higher risk of dropping out or falling behind in credit attainment and postsecondary preparation. (i) Specific data points or evidence: 2023–24 Graduation Rate (District): 91.4%, with higher vulnerability observed among parenting students A–G completion rate remains low at 53.1%, disproportionately impacting students with caregiving responsibilities (ii) Feedback from educational partners: Input from school counselors, wellness staff, and community organizations emphasized the need for dedicated services to support pregnant and parenting teens, including access to child care, prenatal care, case management, and parenting education. (iii) How this action improves current practices: This action funds a coordinated Cal-SAFE model designed to identify and support expectant and parenting students. It formalizes district efforts to remove barriers to enrollment, attendance, and academic completion by connecting students to child care services. Scope:	receive equitable access to supports regardless of school placement. (i) Specific types of support provided: Connections to on-campus and off-campus child care (ii) How this enhanced support network is expected to improve student outcomes: By reducing barriers to school participation and increasing access to wraparound services, this action is expected to improve graduation rates, credit completion, and long-term stability for parenting students and their children.	Screener and Climate Survey • A–G Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.5	Action: Social Emotional and Culture Climate Student Survey Need: Understanding student perceptions of engagement, relationships, and school culture is essential to informing responsive and equitable site- and district-level practices. Gathering student voice systematically allows the district to track trends, identify disparities, and implement improvements in school climate and connectedness, particularly for historically underserved students. (i) Specific data points or evidence: Dashboard suspension rates remain elevated for certain sites and subgroups (e.g., District-wide Suspension Rate: 5.6% in 2023–24), underscoring the need for real-time climate data. (ii) Feedback from educational partners: Site administrators have advocated for expanded tools to better understand and respond to student climate concerns. YouthTruth was specifically named in partner feedback as a valuable resource to strengthen student voice and promote site accountability. (iii) How this action improves current practices: YouthTruth provides a valid, research-based survey instrument that supports actionable insights on student experience. Through	This action is provided on an LEA-wide basis to ensure every school and student group, especially multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students are represented in districtwide climate data. The centralized implementation enables comparative analysis and supports system-wide professional learning and resource allocation to improve student experience. (i) Specific types of insights or topics collected through YouthTruth: Student engagement in learning Sense of belonging and school safety Relationships with teachers and peers Student voice and communication Culture of equity and respect (ii) How this enhanced data system is expected to improve student outcomes: YouthTruth results inform site-based actions that foster more supportive, inclusive environments, expected to improve academic engagement, behavior, attendance, and emotional well-being. It also supports program alignment in MTSS, SEL, and restorative practices.	• OUHSD Prosperity Screener and Climate Survey • Suspension Rate • Attendance Rate • Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	annual implementation of the survey across all schools, the district can disaggregate results by student group and site, identify patterns in school climate and engagement, and align interventions (e.g., MTSS, wellness, SEL, RICs) with student-identified areas of need. Scope: LEA-wide		
3.6	Action: School Safety Need: Maintaining safe school environments is essential for learning, well-being, and trust among students, families, and staff. Coordinated safety protocols, emergency drills, and compliance with state-mandated safety plans are foundational to student success. (i) Specific data points or evidence: In 2023–24, sites conducted mandated emergency drills and updated Comprehensive School Safety Plans (CSSPs), yet districtwide feedback highlighted the need for streamlined coordination and technical assistance to ensure consistency and compliance. (ii) Feedback from educational partners: Site administrators and school safety teams expressed a need for centralized support to manage safety planning timelines, navigate regulatory updates, and align site-level practices.	This action is provided on an LEA-wide basis to ensure all schools maintain up-to-date safety plans, conduct required drills, and have equitable access to safety guidance, resources, and compliance monitoring.	• OUHSD Prosperity Screener and Climate Survey • Attendance Rates • D and F Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(iii) How this action improves current practices: This action ensures districtwide coordination and support for school safety compliance, including updates to CSSPs, completion of drills, and reporting. It enhances alignment with legal requirements and improves readiness and prevention efforts. Scope: LEA-wide		
3.7	Action: Music and Athletics Need: Providing equitable access to extracurricular music and athletics programs remains essential to supporting the whole-child development of multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students. These groups continue to participate in these programs at significantly lower rates. (i) Specific data points or evidence: Participation rates in extracurricular programs for multilingual learners (27.8%), low-income students (31.4%), and students in foster care (22.1%) remain 18–25% below the general student population. Year 1 implementation revealed that while program interest is high,	This LEA-wide initiative ensures that all students, especially multilingual learners, students in foster care, students experiencing homelessness, students with IEPs, and socioeconomically disadvantaged students, have access to enriching extracurricular opportunities that support identity development, engagement, and school connectedness. (i) Specific types of skills or topics: This action focuses on removing financial and logistical barriers by funding transportation, essential gear, and communication strategies. It also emphasizes culturally responsive program offerings that reflect student interests and build social-emotional learning competencies such as teamwork, self-expression, and confidence. (ii) How this enhanced support network is expected to improve student outcomes: Increased participation in music and athletics is expected to improve student attendance, motivation, and sense of belonging, which	- OUHSD Prosperity Screener and Climate Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	common barriers such as transportation, fees, and limited outreach persist. (ii) Feedback from educational partners: Student focus groups and family engagement sessions in Year 1 emphasized the importance of consistent access to extracurricular activities for student connection and motivation. Families requested clearer information about program availability and assistance with associated costs. (iii) How this action improves current practices: This action builds on Year 1 by expanding transportation support, strengthening supply distribution for uniforms and equipment, and improving districtwide promotion and enrollment support for extracurricular offerings. It moves from isolated school-based efforts to a more structured and inclusive district-level strategy. Scope: LEA-wide	contribute to broader academic and behavioral success.	
3.8	Action: Student Voice Need: Students benefit when they are empowered to share input on their educational experience and school culture. Intentional opportunities for student voice support belonging, leadership development, and responsive school improvement.	This action is provided LEA-wide to ensure that all students, especially those from historically underserved groups, have access to forums where their voices influence decisions, climate, and culture across school sites.	- OUHSD Prosperity Screener and Climate Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(i) Specific data points or evidence: 2023–24 YouthTruth data identified areas for growth in student perceptions of engagement and belonging, particularly among multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. (ii) Feedback from educational partners: Students expressed a desire for more platforms to share input and be part of decision-making processes on school issues that affect them. (iii) How this action improves current practices: This action expands opportunities for students to engage in focus groups, advisory councils, and feedback sessions with staff and administration, ensuring their perspectives help shape school priorities and policies. Scope: LEA-wide		
3.9	Action: Parent Engagement Need: The district must strengthen meaningful engagement with diverse parent and caregiver groups, especially those historically underrepresented or underserved, to ensure inclusive educational decision-making and improve outcomes for all students.	This action is implemented districtwide to ensure all school sites prioritize inclusive family engagement strategies.	- OUHSD Prosperity Screener and Climate Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(i) Specific data points or evidence: According to the 2024 OUHSD LCAP Survey, only 32.97% of educational partners reported feeling adequately prepared to support student learning and development, with 34.05% reporting actual participation in engagement sessions. (ii) Feedback from educational partners: DELAC members, site administrators, and families voiced the need for more intentional outreach and culturally relevant communication. (iii) How this action improves current practices: This action introduces a districtwide system to equitably engage families, including targeted listening sessions, culturally responsive outreach strategies, and multilingual communication platforms. Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: English Learner Literacy Professional Development Need: There is an ongoing need to equip teachers with the skills to integrate California English Language Development (ELD) standards into content instruction in order to accelerate language acquisition and literacy for English Learners and Long-Term English Learners. Data indicate persistent gaps in English proficiency and literacy achievement for these student groups. (i) Specific data points or evidence: 2024–25 data show that multilingual learners continue to perform more than -75 DFS below peers in ELA. RFEP rates remain under 30%, and teacher surveys indicate only 38% of content teachers feel confident integrating language development strategies. (ii) Feedback from educational partners: Teachers and instructional specialists requested more discipline-specific models for supporting language acquisition, particularly in history/social science, science, and CTE courses. Families and DELAC also advocated for expanded classroom supports that lead to reclassification and literacy growth.	This action continues to support integrated professional development for educators, focused on blending ELD and content standards across all disciplines. In Year 2, the training emphasizes practical strategies for scaffolding academic language in core content areas, building on the foundational sessions provided in Year 1. Sessions are differentiated by experience level and content area to deepen teacher capacity and extend implementation. The action remains targeted to multilingual learners and LTELs, incorporating updated ELPAC data and classroom-based assessments to inform instruction. (i) Specific types of skills or topics: This is already addressed within the response. (ii) How this enhanced support network is expected to improve student outcomes: We project a 15-20 DFS increase in multilingual learners' literacy scores and a 20-25% increase in teacher confidence.	• RFEP Rates • ELPAC Scores • Number of students earning the SSB, GSSM, & -SSCE • SBAC English Language Arts scores • D and F Rates • Local Indicator - Implementation of the Academic Standards • Local Indicator - Implementation of a standards-aligned curriculum

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(iii) How this action improves current practices: Year 2 of this initiative shifts from general ELD awareness to targeted, job-embedded professional learning with follow-up support from instructional specialists. Lesson study, model co-teaching, and data-driven reflection are embedded in this year's design, moving beyond workshop-style PD. Scope: Limited to Unduplicated Student Group(s)		
1.4	Action: Language Acquisition Programs - Redesignation of English Learners Need: Many multilingual learners and Long-Term English Learners (LTELs) continue to struggle in meeting reclassification criteria and demonstrating English language proficiency, which hinders their access to rigorous, guaranteed, and viable curricula. (i) Specific data points or evidence: 2024–25 redesignation rates for multilingual learners were 26.3%, still well below the state average of 46.2%. Among LTELs, only 37% demonstrated adequate progress on the ELPAC. SBAC ELA scores for ELs remained over -80 DFS below district peers. (ii) Feedback from educational partners: Teachers expressed the need for clearer guidance on tracking multilingual learners'	This action continues to prioritize data-informed language acquisition planning and targeted instructional support to increase reclassification rates. In Year 2, the focus expands to include school-site EL teams, designated LTEL case management, and continued ELPAC calibration training. The program supports educators in using formative language data to identify barriers to reclassification and implement strategies that accelerate progress in listening, speaking, reading, and writing. (i) Specific types of skills or topics: This is already addressed within the response. (ii) How this enhanced support network is expected to improve student outcomes: We aim to increase the redesignation rate to 25-30% and reduce Long-Term English Learners by 15-20%.	• ELPAC Scores • SBAC ELA Scores for Multilingual Learners • Graduation Rates for Multilingual Learners • RFEP Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	progress toward reclassification using ELPAC and formative classroom data. EL families voiced frustration at the slow pace of language development and requested more individualized learning paths and support services. (iii) How this action improves current practices: This action deepens the work initiated in Year 1 by implementing individualized redesignation plans for LTELs, expanding the role of designated ELD leads at each site, and offering targeted professional learning communities (PLCs) focused on reclassification. Rather than a one-size-fits-all ELD model, schools are implementing differentiated instruction and progress monitoring tools based on EL typologies. Scope: Limited to Unduplicated Student Group(s)		
1.14	Action: Parent Liaison (Coordinator of Parent Community Engagement) Need: Strengthening the partnership between home and school remains essential to improving outcomes for multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. Families from these groups continue to report feeling disconnected	In Year 2, the Parent Liaison continues to organize multilingual family workshops, coordinate communication campaigns, and support district-wide engagement events aligned to the needs of unduplicated student groups. Building on the foundation established in Year 1, this action now includes more personalized outreach, targeted small-group sessions, and improved collaboration with site-based support staff to increase participation and relevance. (i) Specific types of skills or topics: This is already addressed within the response.	• RFEP Rates • ELPAC Scores • Graduation Rate Metrics • Number of Students Earning the SSB, GSSM, and SSCE • SBAC English Language Arts Scores • SBAC Mathematics Scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	or underinformed about school systems and resources. (i) Specific data points or evidence: As of spring 2025, parent participation among unduplicated pupil groups increased to 42.8%, yet remains below the district average of 60.2%. Survey data revealed that 46% of low-income and multilingual learner families still feel unclear about graduation requirements or school communication tools. (ii) Feedback from educational partners: Families requested more accessible engagement opportunities, including workshops offered during evenings or weekends and in multiple languages. Parents of English Learners emphasized a need for better understanding of course pathways and how to support language development at home. (iii) How this action improves current practices: This action moves beyond general outreach to a more relational and data-driven model of family engagement. In Year 2, efforts are better coordinated with site and district staff, and resources are tailored to families' preferred communication formats. Engagement strategies are focused on two-way communication, capacity-building, and removing barriers to participation for historically underserved families. Scope:	(ii) How this enhanced support network is expected to improve student outcomes: We expect a 20-25% increase in parent engagement and a 30% improvement in student attendance for targeted groups.	• D and F Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.16	Action: Intervention Counselors Need: The integration of Restorative Intervention Counselors (RICs) is crucial to address the academic and emotional challenges faced by multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students, ensuring tailored support and enhanced educational outcomes. (i) Specific data points or evidence: Suspension Rates: EL: 9.3%; FY: 28.4%; LI: 6.8% compared to district average of 5.8%. Graduation Rates: EL: 79.1%; FY: 74.1%; LI: 89%, all below the district average of 89.6%. Year 1 data showed improvement in site-level student connectedness and reductions in repeated behavioral infractions for students served directly by RICs. (ii) Feedback from educational partners: Students and families emphasized the value of individualized, culturally competent support. Principals shared that RICs reduced the disciplinary load on administrators and improved student re-engagement post-intervention. (iii) How this action improves current practices:	Deploying Restorative Intervention Counselors (RICs) across the district aims to provide consistent support to multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. This district-wide approach ensures that personalized intervention plans are available to these students in every school, enhancing their academic performance and emotional well-being through a unified strategy. (i) Specific types of skills or topics: This is already addressed within the response. (ii) How this enhanced support network is expected to improve student outcomes: We aim to reduce suspension rates by 10-15% and increase graduation rates by 10-15% for targeted groups.	• RFEP Rates • ELPAC Scores • Graduation Rate metrics • Number of students earning the State Seal of Biliteracy, Golden State Seal of Merit, & State Seal of Civic Engagement • SBAC English Language Arts scores • SBAC Mathematics scores • D and F Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Year 1 marked a significant shift from traditional punitive approaches to a proactive, relational model focused on healing-centered engagement and long-term academic planning. In 2025–26, this action continues with refinement of case management protocols and improved integration with Multi-Tiered Systems of Support (MTSS) at each site. Scope: Limited to Unduplicated Student Group(s)		
1.18	Action: Instructional Content Specialists - English Language Development Need: The deployment of Instructional Content Specialists is essential to address the diverse learning needs within our schools, focusing on enhancing instructional strategies and student engagement, particularly for multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students, and integrating effective technology use. (i) Specific data points or evidence: SBAC DFS data confirms persistent gaps: -ELA DFS: EL: -112, HOM: -93, LI: -50, compared to ALL: -31 -Math DFS: EL: -192, HOM: -176, LI: -142, compared to ALL: -122	In 2025–26, the role of Instructional Content Specialists will continue with a sharpened focus on coaching aligned to California ELD and content standards, with specific attention to Long-Term English Learners and schools with high concentrations of unduplicated students. This year’s refinement includes stronger alignment to site-based MTSS teams and expanded co-teaching and modeling in ELA, math, and science classrooms. The Specialists will continue to deliver job-embedded professional learning, co-develop lessons and assessments, and support formative data analysis with site teams. Their work also supports implementation of inclusive practices and integrated supports for differentiated instruction and language development, in alignment with the district’s Goals 1 and 3. (i) Specific types of skills or topics: This is already addressed within the response. (ii) How this enhanced support network is expected to improve student outcomes:	• RFEP Rates • ELPAC Scores • Graduation Rate metrics • Number of students earning the SSB, GSSM, & SSCE • SBAC English Language Arts scores • SBAC Mathematics scores • D and F Rates • Local Indicator - Implementation of the Academic Standards • Local Indicator - Implementation of a Standards-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(ii) Feedback from educational partners: Teachers reported that the in-class coaching and modeling provided by ICSs during Year 1 improved their instructional planning and boosted student engagement. Site administrators and instructional coaches emphasized the value of co-teaching models and walkthrough calibration support tied to ELD instruction. (iii) How this action improves current practices: Year 1 expanded from isolated professional development to job-embedded ELD support. In 2025–26, ISSs will build on that foundation by facilitating department-specific collaborative planning and deepening support for long-term lesson design aligned to California ELD and content standards. The action continues to enhance instructional consistency across the district, ensuring ELD supports are not supplemental but foundational to Tier 1 instruction. Scope: Limited to Unduplicated Student Group(s)	We project a 15-20% increase in English Learners' content mastery and a 20-25% improvement in teachers' ELD strategy implementation. We project a 20-25 DFS increase in ELA and Math scores.	Aligned Curriculum

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In Year 2, the district continues to expand staffing and student support services as part of the broader plan to meet the needs of schools with high concentrations of multilingual learners, students experiencing homelessness, students with IEPs, Hispanic students, students living in foster care, and socioeconomically disadvantaged students. The work remains aligned with Goal 3 – Student Well-being, specifically Action 3.2, which focuses on enhancing access to mental health and wellness services. Additional concentration grant funding is supporting the continued growth of wellness centers and increased staffing, counselors, and wellness specialists across all district sites. These expanded services build on the foundational work from Year 1 and are designed to provide accessible and responsive supports tailored to the needs of our most vulnerable students.

This year, the district is also continuing the implementation of community school models, requiring the strategic deployment of additional staff, including site coordinators, liaisons, and support personnel. These positions are funded in conjunction with supplemental and concentration grant resources and are vital to ensuring the comprehensive integration of academic, health, and social services within the school setting.

Under Goal 1 – Instruction, Action 1.3, additional intervention counselors are being maintained and expanded at high-need sites to offer sustained academic, college, and career guidance. These counselors work closely with unduplicated students to support progress toward graduation and post-secondary goals, including A-G completion, FAFSA/CADAA submission, and transition planning.

Instructional support and program specialists have also been added as planned. These staff provide professional learning, facilitate data-informed instructional shifts, and support teachers in delivering rigorous and inclusive instruction. This work reflects our commitment to continuous improvement and instructional coherence across school sites.

To ensure more individualized instruction for multilingual learners, the district is continuing efforts to reduce class sizes in English Language Development (ELD) courses by hiring additional ELD teachers. This action, aligned with Goal 1, ensures that multilingual learners receive more targeted instruction and language development support.

Investments in ongoing professional development are being deepened in Year 2. Targeted training is focused on equity-centered teaching practices, differentiation, support for providing designated ELD instruction for all multilingual learners, and culturally responsive pedagogy. These professional learning opportunities reinforce our efforts under Goal 1 to improve instructional quality and ensure all teachers are equipped to meet the diverse academic and social-emotional needs of students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1/28	1/28
Staff-to-student ratio of certificated staff providing direct services to students	1/25	1/20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	194,029,091	55,334,186	28.518%	0.000%	28.518%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$55,334,186.00	\$2,436,539.00	\$0.00	\$0.00	\$57,770,725.00	\$51,672,296.00	\$6,098,429.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$406,612.00	\$1,680.00	\$408,292.00				\$408,292.00	
1	1.2	Welcome Centers	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	English Learner Literacy Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$154,129.00	\$320.00	\$154,449.00				\$154,449.00	
1	1.4	Language Acquisition Programs - Redesignation of English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$66,053.00	\$0.00	\$66,053.00				\$66,053.00	
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,565.00	\$4,197.00	\$6,762.00				\$6,762.00	
1	1.6	Advanced Placement (AP) and International Baccalaureate (IB)	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$7,297.00	\$7,297.00				\$7,297.00	
1	1.8	Instructional Content, Librarians & Program Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,256,972.00	\$0.00	\$3,256,972.00				\$3,256,972.00	
1	1.9	Learning Instruction Technology Coaches & Paraeducator Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$16,362,350.00	\$1,226,638.00	\$16,362,350.00	\$1,226,638.00			\$17,588,988.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.10	Learning Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,183,396.00	\$1,143,781.00	\$2,327,177.00				\$2,327,177.00	
1	1.11	Educational Technology Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$983,580.00	\$983,580.00				\$983,580.00	
1	1.12	School Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$193,194.00	\$193,194.00				\$193,194.00	
1	1.13	Parent/Guardian Trainings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.14	Parent Liaison (Coordinator of Parent Community Engagement)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$46,832.00	\$0.00	\$46,832.00				\$46,832.00	
1	1.15	Professional Collaborative Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.16	Intervention Counselors	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$276,501.00	\$0.00	\$276,501.00				\$276,501.00	
1	1.17	Standards Aligned Curriculum	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.18	Instructional Content Specialists - English Language Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$188,552.00	\$0.00	\$188,552.00				\$188,552.00	
1	1.19	Academic Intervention and Remediation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$878,888.00	\$0.00	\$878,888.00				\$878,888.00	
2	2.1	Professional development on A-G	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	A-G Pathways Support	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Academic support for A-G courses	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	CTE Teacher Support	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	CTE Access and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,662,987.00	\$3,563.00	\$6,666,550.00				\$6,666,550.00	
2	2.6	CTE Work-Based Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$9,548.00	\$0.00	\$9,548.00				\$9,548.00	
2	2.7	FAFSA/CADAA Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$26,386.00	\$0.00	\$26,386.00				\$26,386.00	
2	2.8	Advanced Placement and International Baccalaureate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Rio Mesa and Del Sol High Schools		\$0.00	\$1,411.00	\$1,411.00				\$1,411.00	
2	2.9	Access to AP/IB testing resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$10,256.00	\$10,256.00				\$10,256.00	
2	2.10	Comprehensive counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,593,785.00	\$0.00	\$2,593,785.00				\$2,593,785.00	
2	2.11	YouthTruth Survey (Now the OUHSD School Climate Survey)	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.12	College Orientation Programs & Dual Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$57,376.00	\$57,376.00				\$57,376.00	
2	2.13	College advisors and counselors	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.14	Equitable Grading Practices	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.15	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,610.00	\$45,853.00	\$53,463.00				\$53,463.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Restorative Practices and PBIS	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	MTSS, Wellness, and Community Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$9,543,011.00	\$9,647.00	\$9,552,658.00				\$9,552,658.00	
3	3.3	Chronic Absenteeism Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,684,857.00	\$89,067.00	\$1,773,924.00				\$1,773,924.00	
3	3.4	Cal Safe	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$697,757.00	\$0.00	\$697,757.00				\$697,757.00	
3	3.5	Social Emotional and Culture Climate Student Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,627.00	\$15,627.00				\$15,627.00	
3	3.6	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,404,639.00	\$1,681,455.00	\$8,086,094.00				\$8,086,094.00	
3	3.7	Music and Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$8,965.00	\$600,895.00	\$609,860.00				\$609,860.00	
3	3.8	Student Voice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$242.00	\$242.00				\$242.00	
3	3.9	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$12,350.00	\$12,350.00				\$12,350.00	
4	4.1	Professional Development	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
4	4.2	Tutoring	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
4	4.3	Professional Collaborative Learning	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	MTSS	All	No			Specific Schools: Frontier High School		\$802,515.00	\$0.00	\$0.00	\$802,515.00			\$802,515.00	
4	4.5	Bilingual Paraeducators	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
4	4.6	Enhancing Student Access through Transportation	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.1	Professional Development	All	No			Specific Schools: Condor High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.2	Tutoring	All	No			Specific Schools: Condor High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.3	Professional Collaborative Learning	All	No			Specific Schools: Condor High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.4	MTSS	All	No			Specific Schools: Condor High School		\$407,386.00	\$0.00	\$0.00	\$407,386.00			\$407,386.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
194,029,091	55,334,186	28.518%	0.000%	28.518%	\$55,334,186.00	0.000%	28.518 %	Total:	\$55,334,186.00
								LEA-wide Total:	\$54,601,799.00
								Limited Total:	\$732,387.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$408,292.00	
1	1.3	English Learner Literacy Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$154,449.00	
1	1.4	Language Acquisition Programs - Redesignation of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$66,053.00	
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,762.00	
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,297.00	
1	1.8	Instructional Content, Librarians & Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,256,972.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Learning Instruction Technology Coaches & Paraeducator Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,362,350.00	
1	1.10	Learning Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,327,177.00	
1	1.11	Educational Technology Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$983,580.00	
1	1.12	School Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,194.00	
1	1.13	Parent/Guardian Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.14	Parent Liaison (Coordinator of Parent Community Engagement)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$46,832.00	
1	1.16	Intervention Counselors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$276,501.00	
1	1.18	Instructional Content Specialists - English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$188,552.00	
1	1.19	Academic Intervention and Remediation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$878,888.00	
2	2.5	CTE Access and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,666,550.00	
2	2.6	CTE Work-Based Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,548.00	
2	2.7	FAFSA/CADAA Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income		\$26,386.00	
2	2.8	Advanced Placement and International Baccalaureate	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Rio Mesa and Del Sol High Schools	\$1,411.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Access to AP/IB testing resources	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,256.00	
2	2.10	Comprehensive counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,593,785.00	
2	2.12	College Orientation Programs & Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,376.00	
2	2.15	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,463.00	
3	3.2	MTSS, Wellness, and Community Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,552,658.00	
3	3.3	Chronic Absenteeism Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,773,924.00	
3	3.4	Cal Safe	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$697,757.00	
3	3.5	Social Emotional and Culture Climate Student Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,627.00	
3	3.6	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,086,094.00	
3	3.7	Music and Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$609,860.00	
3	3.8	Student Voice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$242.00	
3	3.9	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,350.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$52,416,957.00	\$52,835,950.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$383,057.00	401,276.00
1	1.2	Welcome Centers	No	\$0.00	\$0.00
1	1.3	English Learner Literacy Professional Development	Yes	\$199,341.00	151,418.00
1	1.4	Language Acquisition Programs - Redesignation of English Learners	Yes	\$25,000.00	994,322.00
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	\$25,000.00	6,627.00
1	1.6	Advanced Placement (AP) and International Baccalaureate (IB)	No	\$0.00	\$0.00
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Yes	\$5,296.00	7,150.00
1	1.8	Instructional Content, Librarians & Program Specialists	Yes	\$2,998,810.00	3,056,973.00
1	1.9	Learning Instruction Technology Coaches and Paraprofessionals	Yes	\$7,509,307.00	14,878,554
1	1.10	Learning Support Systems	Yes	\$2,979,842.00	2,298,310.00
1	1.11	Educational Technology Subscriptions	Yes	\$1,174,269.00	963,810.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	School Home Communication	Yes	\$100,501.00	189,311.00
1	1.13	Parent/Guardian Trainings	Yes	\$10,579.00	\$0.00
1	1.14	Parent Liaison (Coordinator of Parent Community Engagement)	Yes	\$45,977.00	46,157.00
1	1.15	Professional Collaborative Learning	No	\$0.00	\$0.00
1	1.16	Intervention Counselors	Yes	\$1,180,325.00	271,551.00
1	1.17	Standards Aligned Curriculum	No	\$0.00	\$0.00
1	1.18	Instructional Content Specialists - English Language Development	Yes	\$186,100.00	185,370.00
1	1.19	Academic Intervention and Remediation	Yes	\$7,635,235.00	1,591,845.00
2	2.1	Professional development on A-G	No	\$0.00	\$0.00
2	2.2	A-G Pathways Support	No	\$0.00	\$0.00
2	2.3	Academic support for A-G courses	Yes	\$310,152.00	\$0.00
2	2.4	CTE Teacher Support	No	\$0.00	\$0.00
2	2.5	CTE Access and Participation	Yes	\$1,631,698.00	3,561,913.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	CTE Work-Based Learning	No	\$0.00	9,357.00
2	2.7	FAFSA/CADAA Workshops	No	\$0.00	26,245.00
2	2.8	Advanced Placement and International Baccalaureate	Yes	\$84,632.00	1,383.00
2	2.9	Access to AP/IB testing resources	No	\$0.00	10,050.00
2	2.10	Comprehensive counseling services	Yes	\$1,146,710.00	2,356,925.00
2	2.11	YouthTruth Survey	No	\$0.00	\$0.00
2	2.12	College Orientation Programs & Dual Enrollment	Yes	\$248,082.00	56,223.00
2	2.13	College advisors and counselors	No	\$0.00	\$0.00
2	2.14	Equitable Grading Practices	No	\$0.00	\$0.00
2	2.15	AVID	Yes	\$264,475.00	52,035.00
3	3.1	Restorative Practices and PBIS	Yes	\$147,045.00	\$0.00
3	3.2	MTSS, Wellness, and Community Schools	Yes	\$9,910,915.00	9,579,631.00
3	3.3	Chronic Absenteeism Interventions	Yes	\$1,660,690.00	1,753,965.00
3	3.4	Cal Safe	Yes	\$658,631.00	672,283.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Social Emotional and Culture Climate Student Survey	Yes	\$21,158.00	15,313.00
3	3.6	School Safety	Yes	\$9,779,431.00	7,944,619.00
3	3.7	Music and Athletics	Yes	\$817,716.00	597,326.00
3	3.8	Student Voice	Yes	\$3,174.00	233.00
3	3.9	Parent Engagement	Yes	\$2,645.00	12,101.00
4	4.1	Professional Development	No	\$0.00	\$0.00
4	4.2	Tutoring	No	\$0.00	\$0.00
4	4.3	Professional Collaborative Learning	No	\$0.00	\$0.00
4	4.4	MTSS	No	\$714,126.00	765,612.00
4	4.5	Bilingual Paraeducators	No	\$0.00	\$0.00
4	4.6	Enhancing Student Access through Transportation	No	\$0.00	\$0.00
5	5.1	Professional Development	No	\$0.00	\$0.00
5	5.2	Tutoring	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Professional Collaborative Learning	No	\$0.00	\$0.00
5	5.4	MTSS	No	\$557,038.00	378,062.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
51,692,830	\$51,145,793.00	\$51,692,278.00	(\$546,485.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$383,057.00	401,276.00		
1	1.3	English Learner Literacy Professional Development	Yes	\$199,341.00	151,418.00		
1	1.4	Language Acquisition Programs - Redesignation of English Learners	Yes	\$25,000.00	994,322.00		
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	\$25,000.00	6,627.00		
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Yes	\$5,296.00	7,150.00		
1	1.8	Instructional Content, Librarians & Program Specialists	Yes	\$2,998,810.00	3,056,973.00		
1	1.9	Learning Instruction Technology Coaches and Paraprofessionals	Yes	\$7,509,307.00	14,878,554		
1	1.10	Learning Support Systems	Yes	\$2,979,842.00	2,298,310.00		
1	1.11	Educational Technology Subscriptions	Yes	\$1,174,269.00	963,810.00		
1	1.12	School Home Communication	Yes	\$100,501.00	189,311.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Parent/Guardian Trainings	Yes	\$10,579.00	0.00		
1	1.14	Parent Liaison (Coordinator of Parent Community Engagement)	Yes	\$45,977.00	46,157.00		
1	1.16	Intervention Counselors	Yes	\$1,180,325.00	271,551.00		
1	1.18	Instructional Content Specialists - English Language Development	Yes	\$186,100.00	185,370.00		
1	1.19	Academic Intervention and Remediation	Yes	\$7,635,235.00	1,591,845.00		
2	2.3	Academic support for A-G courses	Yes	\$310,152.00	0.00		
2	2.5	CTE Access and Participation	Yes	\$1,631,698.00	3,607,567		
2	2.8	Advanced Placement and International Baccalaureate	Yes	\$84,632.00	1,383.00		
2	2.10	Comprehensive counseling services	Yes	\$1,146,710.00	2,356,925.00		
2	2.12	College Orientation Programs & Dual Enrollment	Yes	\$248,082.00	56,223.00		
2	2.15	AVID	Yes	\$264,475.00	52,035.00		
3	3.1	Restorative Practices and PBIS	Yes	\$147,045.00	0.00		
3	3.2	MTSS, Wellness, and Community Schools	Yes	\$9,910,915.00	9,579,631.00		
3	3.3	Chronic Absenteeism Interventions	Yes	\$1,660,690.00	1,753,965.00		
3	3.4	Cal Safe	Yes	\$658,631.00	672,283.00		
3	3.5	Social Emotional and Culture Climate Student Survey	Yes	\$21,158.00	15,313.00		
3	3.6	School Safety	Yes	\$9,779,431.00	7,944,619.00		
3	3.7	Music and Athletics	Yes	\$817,716.00	597,326.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	Student Voice	Yes	\$3,174.00	233.00		
3	3.9	Parent Engagement	Yes	\$2,645.00	12,101.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
190,040,183	51,692,830	0	27.201%	\$51,692,278.00	0.000%	27.201%	\$552.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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